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## ABSTRACT

This report describes a practicum that was designed to meet the needs of student teachers at C. W. Post College in regard to meeting the Competency Based Teacher Education (CBTE) requirement for New York state teacher certification. The report states that, in order to develop the program, C. W. Post College and Gribbin School in Glen Cove, New York worked together for one and one-half years. The report is organized into chapters which describe the background and setting, and review related literature and research reports. There is also a chapter on program development which discusses the policy board, governance, goals, and objectives of the program and program content. Another chapter discusses the problems and progress of the program. The summary and conclusions of the report and the documentation of the acceptance of the program by the New York State Department of Education are the final chapters. Endnotes and a bibliography conclude this report. Thirteen appendixes are attached which cover the following topics: the policy board, inservice days, plans for certification, competency ratings, staff interviews, questionnaires, evaluation, correspondence, CBTE office organization, and plans for implementation for future management and modification of the program. (RC)

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THE DEVELOPMENT OF A COMPETENCY-BASED TEACHER EDUCATION  
PROGRAM IN GRIBBIN SCHOOL, NEW YORK TO INSURE THE  
CERTIFICATION OF PROSPECTIVE TEACHERS FROM  
C. W. POST COLLEGE, GREENVALE, NEW YORK

Submitted  
In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

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May 15, 1975

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## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT . . . . .	ii
LIST OF TABLE . . . . .	v
Chapter	
I. BACKGROUND . . . . .	1
II. THE SETTING . . . . .	4
III. REVIEW OF RELATED LITERATURE AND RESEARCH REPORTS . . . . .	6
Literature Relating to the Theory Underlying CBTE . . . . .	7
Research on Teacher Behaviors Affecting Student Achievement . . . . .	8
Behavioral Objectives . . . . .	12
United States Office of Education Reports . . . . .	13
American Association of Colleges for Teacher Education (AACTE) . . . . .	17
Review of Competencies . . . . .	18
Review of Notable Books in the Field . . . . .	19
IV. PROGRAM DEVELOPMENT . . . . .	22
Determining the Policy Board . . . . .	24
Governance . . . . .	25
The Form of Project Goals and Objectives . . . . .	25
Program Content . . . . .	25

Chapter	Page
V. PROBLEMS AND PROGRESS . . . . .	34
VI. SUMMARY AND CONCLUSIONS . . . . .	38
Conclusions . . . . .	44
Limitations of the Practicum . . . . .	47
Weaknesses and Strengths of the Program . . . . .	48
Implications . . . . .	50
Addendum . . . . .	51
VII. ACCEPTANCE OF THE PROGRAM BY THE NEW YORK STATE DEPARTMENT OF EDUCATION AND IMPLICATIONS FOR USE OF THE MODEL . . . . .	52
Implications for Use of the Model in Glen Cove and Nassau County . . . . .	55
ENDNOTES . . . . .	58
BIBLIOGRAPHY . . . . .	63
APPENDIXES . . . . .	71
A. POLICY BOARD FOR POST/GRIBBIN COMPETENCY- BASED TEACHER EDUCATION PROGRAM . . . . .	72
B. POLICY BOARD FOR POST/GRIBBIN COMPETENCY- BASED TEACHER EDUCATION PROGRAM . . . . .	73
C. CALENDAR OF IN-SERVICE DATES . . . . .	74
D. PLAN FOR PROVISIONAL AND PERMANENT CERTIFICATION . . . . .	75
E. STUDENT COMPETENCY RATING SHEET . . . . .	235
F. STAFF INTERVIEW . . . . .	253
G. STAFF INTERVIEW . . . . .	260
H. STUDENT QUESTIONNAIRE . . . . .	266
I. STUDENT TEACHING EVALUATION CHART . . . . .	279
J. EXCHANGE OF CORRESPONDENCE . . . . .	285

Chapter

Page

K.	LETTER OF ACCEPTANCE FOR CBTE PROGRAM, STATE EDUCATION DEPARTMENT, ALBANY, NEW YORK . . . . .	291
L.	ORGANIZATION OF CBTE OFFICE . . . . .	292
M.	STATEMENT REGARDING PLANS IN PROCESS OF IMPLEMENTATION FOR FUTURE MANAGEMENT AND MODIFICATION OF PROGRAM . . . . .	293

## LIST OF TABLE

Table

Page

1. Mean Raw Scores on Minnesota Teacher  
Attitude Inventory for Student Teachers  
in a Competency-Based Teacher Evaluation  
Program and for Those in a Traditional  
Program Before and After Student  
Teaching Experience . . . . .

42

## CHAPTER I

### BACKGROUND

How do you train teachers to teach? The usual answer has been to offer some preliminary training courses, a "practicum" where the novice plays an understudy role with a practicing teacher, then to certify (courtesy of the State Department of Education) that the new "teacher" is legally prepared to teach; that is, she may teach. But can she?

To be truthful, we really don't know.<sup>1</sup> We have assumed a positive answer--at least legally for purposes of certification. The facts of the matter, however, have not been confirmed, i.e., how do we know whether teachers really possess the skills, knowledge, and attitudes to teach "successfully" (to develop and shape student learning behaviors positively)? Toward getting an answer to such questions a new movement has recently appeared: competency-based teacher education and certification.

Teacher training programs in the United States are undergoing a national change. In the past, teacher certification has been based upon course credits. State Departments of Education granted approval of programs leading to certification to teacher training institutions. Students were



certified as teachers upon the successful completion of courses that make up the approved program.

In the late 1950s, private organizations and the federal government began to influence teacher training by encouraging greater emphasis upon the academic disciplines. This new stress was followed in the 1960s by two significant efforts to improve teacher education: first, the elementary education models project of the U.S. Office of Education, and second, the development of new standards for the accreditation of teacher education by the American Association for Colleges of Teacher Education. These efforts arose from the pervasive dissatisfaction with the quality of teacher education. A search was begun to find a teacher training program that would insure a more dependable guarantee of quality.

This search led to competency-based teacher education; that is, an

. . . approach to developing specific programs which lead to the increased teaching competency of the individual and insure the delivery of the kinds of services to the children that realistically and efficiently meet their needs.<sup>2</sup>

Twelve trial projects on Competency-Based Teacher Education (CBTE) were sanctioned by the Board of Regents of New York State during 1971. These projects involved schools, colleges, professional staff, and student teachers. By September 1, 1973, all new teacher training programs in New York State were to be competency-based and field-centered, and were to involve representatives of school districts and

teacher organizations in the development. By September 1, 1975, all existing programs in elementary education and special education were re-registered so that they are competency-based and include three-way representation in their operation. That is, they are to be competency-based and field centered, and are to involve representatives of school districts and teacher organizations as well as the college. In Texas and New York competency-based programs were mandated as the only certification route.<sup>3</sup> Thirty-two other states are encouraging it as an innovative alternative to traditional teacher training. Many have established commissions to publish information, hold conferences, and set up pilot projects, and others have enacted regulatory measures "sometimes treating program approval, certification, and accountability as separate entities, and at other times packaging the whole set of controls into one by focusing on specifications of accountability."<sup>4</sup>

## CHAPTER II

### THE SETTING

Glen Cove is a city of 27,000 people situated on the North Shore of Long Island, New York, one of two cities in the entire Nassau-Suffolk area. While Glen Cove still has large estates, the median average income is \$12,874, which is lower than the median income of the eighteen surrounding communities.<sup>5</sup>

The Glen Cove school system is a microcosm of a large city. Its ethnic make-up is 80 per cent white, 12 per cent black, 7 per cent Puerto Rican, and one per cent Other. Many of the children are economically disadvantaged and are bused from distant sections of Glen Cove to Gribbin School, where the CBTE project is located, but the area immediately surrounding the school is composed mainly of middle and upper-middle class homes.

C.W. Post Center of Long Island University is the suburban campus of Long Island University at Greenvale, New York, which has an urban center in Brooklyn and a rural center in Southampton.

Since Glen Cove is only five miles from the Post Campus, it is convenient for Post students. However, the primary reason for the close relationship between the college

and the school system is that the Elementary Education Department Chairman (and temporary Acting Dean) lives in Glen Cove, previously taught in the Glen Cove schools, and is involved in many community organizations. The relationship between the College and the school system is one of mutual trust and respect.

In March, 1973, Dr. Robert Finley, Superintendent of Schools, Glen Cove, New York, asked Dean George Bryant, Executive Dean of the School of Education, for a joint meeting on a program involving competency-based education and certification of student teachers. Dr. Finley reported that Glen Cove was part of a consortium involving Hofstra University and several Long Island public school systems that was exploring ways of implementing CBTE. Some work had been done on underlying theory and assumptions, but as it was progressing slowly and as Dr. Finley was anxious to try it in the field, he turned to C.W. Post because of the excellent working relationship in the past. Dr. Finley's interest arose from his desire for student teachers in the Gribbin School to try to form a differential staffing pattern in which student teachers were to be an integral part. It is important to note that while the Superintendent wishes to implement a differentiated staffing pattern, the Glen Cove Teachers' Association's opposition almost resulted in abandonment of the CBTE project.

### CHAPTER III

#### REVIEW OF RELATED LITERATURE AND RESEARCH REPORTS

This chapter is necessarily incomplete at this time. The research literature on operating competency-based programs is practically nonexistent. However, this situation should change in the near future as more programs are organized and evaluated.

The literature and research reports will be categorized under the following headings:

- A. Literature relating to the theory underlying  
CBTE
  - 1. Behavioral psychology
  - 2. Systems approach to education
- B. Research on teacher behavior affecting student objectives
- C. Behavioral objectives
- D. U.S. Office of Education Reports
- E. American Association of Colleges for Teacher Education
- F. Review of competencies
- G. Outstanding books in the field

Literature Relating to the  
Theory Underlying CBTE

1. Behavioral psychology: B.F. Skinner's The Technology of Teaching represents an entire school of psychology which visualizes education as a process that moves from the simple to the complex, and sees man's behavior as a product of conditioning.<sup>6</sup> "Performance based education programs place an emphasis on changing the learner's behavior or performance."<sup>7</sup>

2. Systems approach to education: this approach is a "composite of a number of planning, procedural, and allocative strategies that can be applied to designing an open, innovative, and person-oriented teacher education program."<sup>8</sup>

The management process helps to shape CBTE programs, and the following authors have described the management techniques described in systems theory that would be most useful to CBTE program planners:

Bela Banathy applies systems theory to a simple program for systematic instructional development.<sup>9</sup>

Ivor Davies brings the theories of organization as used in industry and applies them to education. He stresses that the only meaningful way of looking at an organization is to study it as a system.<sup>10</sup>

In the current literature relating to theory underlying CBTE, some of the authors mentioned above contend that problems in teacher education programs can be solved by

application of systems theory to the design of criteria referenced, competency-based teacher education programs.

Research on Teacher Behaviors  
Affecting Student Achievement

The research base underlying the basic idea of CBTE is that researchers have very little knowledge of the teacher behaviors which affect student achievement.

W. James Popham described in his article, "Performance Tests of Teaching-Proficiency: Rationale, Development, and Validation," a four year investigation of the validity of performance tests in the fields of social science, electronics, and auto mechanics. The following were provided: (1) a set of explicitly stated instructional objectives to cover a ten-hour instructional period; (2) examinations based exclusively upon the objectives; and (3) possible instructional activities and references. The instructors were given the objectives and resource material well in advance of instruction. They were told to devise a sequence of instruction suitable for accomplishing the objectives, using whatever instructional procedures they wished. Popham formulated an hypothesis that the performance tests at least ought to be able to discriminate between experienced teachers and nonteachers with respect to their ability to accomplish prespecified instructional objectives. All three performance tests were subjected to validation contrasts in on-going school situations involving 2,326 public school students. The results of all three validation replications failed to confirm the prediction

that experienced teachers would promote significantly better achievements of given instructional objectives than would nonteachers. The measuring instruments satisfied criterion reference validity standards--experts judged them to be congruent with the stated objectives. Some explanations might be (1) insufficient teaching time, and (2) experienced teachers are not particularly skilled at bringing about prespecified behavior changes in learners.<sup>11</sup>

The evidence that experienced teachers did not do any better than nonteachers in bringing about student learning helped to push research toward finding the teacher characteristics which do facilitate learning.

Some earlier work had been done by D.P. Ausubel and D. Fitzgerald (explained in their article, "The Use of Advance Organizing in the Learning and Retention of Meaningful Verbal Material,"<sup>12</sup> and in a later article, "Organizer, General Background, and Antecedent Learning Variables in Sequential Verbal Learning")<sup>13</sup> who demonstrated that advanced organizers (cueing) facilitate learning and by J.S. Bruner<sup>14</sup> who indicated that learning is increased when experts have identified the structure of the body of subject matter to be taught. The discussion at Wood's Hole, Massachusetts was an examination of the fundamental processes involved in imparting a sense of the structure of science.

R.M. Gagne<sup>15</sup> found that learning of higher level materials is dependent in a highly predictable fashion upon the mastery of prerequisite lower level ideas..



Ausubel,<sup>16</sup> Bruner, and Gagne agree that control over meaningful learning can be exercised most effectively by identifying and manipulating significant cognitive structure variables in three principal ways: (a) substantively, by showing concern for the structure of a body of subject matter; (b) programatically by employing suitable principles of ordering the sequence of subject matter and constructing its internal logic and organization; and (c) arranging appropriate practice trials.

B.O. Smith in "The Need for Logic in Methods Courses,"<sup>17</sup> and in "Recent Research on Teaching: An Interpretation,"<sup>18</sup> has maintained that the quality of instruction would be increased if teachers could improve in (1) their performance of logical operations, and (2) the way they handle subject matter during the course of instruction.

B. Rosenshine and N. Furst<sup>19</sup> reviewed sixty studies and came up with a list of eleven categories of teacher behavior which appeared with relative consistency to result in significant student gain:

Clarity

Variability

Enthusiasm

Task oriented and/or businesslike behavior

Use of structuring comments--goal directed

Types of questions

Probing

Level of difficulty of instruction

Student opportunity to learn criterion material

Use of student ideas and their informal

reactions to the program

Criticism

No one suggests that the above research be used as a basis for making decisions about teacher education programs. The researchers' plea is for more research, and in fact, they begin their review of the literature with the statement that "we know very little about the relationship between classroom behavior and student gains."

David Potter,<sup>20</sup> in a pamphlet on research published March, 1974, by the Multi-State Consortium on PBTE, generally supports their pessimism.

In a conference at the University of Houston in March, 1974, David Berliner of Far West Laboratories indicated that his organization and Educational Testing Service of Princeton, New Jersey and W. James Popham<sup>21</sup> of UCLA had independently arrived at the same conclusion: that a teacher's performance test will provide an estimate of his ability to produce a prespecified behavior change in a group of appropriate learners.

Berliner's argument is that a consortium determine the variables (competencies) that are important. If they can be observed--study them and diagnose them, then catalogue teacher training materials and have teachers perform under controlled classroom experiences. He stated that his organization had abandoned student outcomes as there simply was not

enough basic research available, and we cannot wait for research before we try to improve teacher performance.

Studying teacher effectiveness has proved to be a most difficult task. This review has focused upon those studies which measured manipulated teacher behavior and its relationship to measured student achievement.

### Behavioral Objectives

Educational objectives have been the concern of educators almost from the beginning of American education:

The work in programmed learning and instructional technology in recent years has heightened interest in the specification of precise objectives. Efforts by Tyler (1934), Bloom et al. (1956), Mager (1962 and 1968), Krathwohl (1964), Gagne (1965), Glaser (1962 and 1965), Popham (1969), and Popham and Baker (1969) have been most influential in this trend.<sup>22</sup>

The taxonomies by Bloom<sup>23</sup> and Krathwohl<sup>24</sup> are useful in making sure that the objectives selected are of the class desired. If the teacher wishes desired behavior in knowledge, comprehension, application, analysis, synthesis or evaluation (Bloom's taxonomy of the cognitive domain), he can classify his objectives into these categories.

Robert Kibler stresses the value of behavioral objectives to teachers. Objectives prompt teachers to determine the most significant aspect of subject matter to be learned, and a second value is their aid in establishing criteria for the measurement of classroom achievement.<sup>25</sup>

Robert Mager states that an objective is a description of a pattern of behavior we want the learner to be able to

demonstrate. He quotes Dr. Paul Whitmore, "the statement of objectives of a training program must denote measurable attributes observable in the graduate of the program, or otherwise it is impossible to determine whether or not the program is meeting the objective."<sup>26</sup>

The use of behavioral objectives to specify the desired outcomes focuses attention upon the observable. The description of objectives in terms of specific behaviors can reduce the vague global statements that so often characterize evaluations of teaching.

United States Office of  
Education Reports

In 1968 nine institutions were funded to design comprehensive models for training elementary teachers. A year later eight projects were funded to test the feasibility of the generated models. The models and reports on the models furnish ideas for program objectives and assumptions.

PHASE I REPORTS AND SUMMARIES--THE MODELS<sup>27</sup>

Florida State University (Vol. I, Vol. II)  
University of Georgia  
University of Massachusetts  
Michigan State University  
Northwest Regional Educational Laboratory  
Syracuse University  
University of Pittsburgh  
Teachers College, Columbia University  
University of Toledo  
University of Wisconsin

Fannie Shaftel of Stanford University led a team of experienced educators doing graduate work in Stanford's School of Education and evaluated Phase I of the nine elementary

teacher training models. The report consists of a description and analysis of the common and divergent elements in each of the models.<sup>28</sup>

The final reports (Phase II) of the elementary teacher training models were directed by men who are leaders in the CBTE movement today.

Institution and Director(s).<sup>29</sup>

Cooper, James M. "A Feasibility Study on the Model Elementary Teacher Education Program," University of Massachusetts, 1968.

This program provides teachers with varying avenues of preparation and with responsibility for their own development. There is great emphasis on micro-teaching.

DeVault, M. Vere. "Feasibility Study: Program and Support Systems," University of Wisconsin, 1968.

Major emphasis is on optimizing student choices in the establishment of learning goals, learning resource modes, and learning rate. A very extensive management system is utilized. It is designed to monitor the success pattern of specific modules so that a continual program of revision and renewal can be maintained.

Dickson, George E. "The Feasibility of Educational Specifications for the Ohio Comprehensive Elementary Teacher Education," University of Toledo, 1968.

This project stresses definite kinds of teacher performance which can be observed and measured in behavioral terms to determine the teacher's progress toward each goal.

Dodl, Norman R. "A Feasibility Study of the Florida State University Model for the Preparation of Elementary School Teachers," Florida State University, 1968.

This project maintains that teachers must be broadly educated with high competence in utilizing numerous strategies. The portal school concept is vital to this project, as is the management control system which makes student information available to staff and students.

Houston, W. Robert. "Feasibility Study: Behavioral Science Teacher Education Program," Michigan State University, 1968..

This program was developed by an interdisciplinary team of educators and specialists in many fields. It features the clinical approach by which theories are developed, applied, and tested in real situations and then evaluated. There is also provision for an extensive and complete managerial system and the utilization of feedback.

Johnson, Charles E., and Gilbert F. Shearron, "The Feasibility of the Georgia Educational Model for Teacher Preparation--Elementary," University of Georgia, 1968.

This model is based upon the hypothesis that an effective teacher education program is built around the job which the teacher performs.

Schalock, H. Del. "A Plan for Managing the Development, Implementation, and Operation of a Model Elementary Teacher Education Program," Oregon College of Education, 1968.

Students must show evidence that they can bring about appropriate learning in children before they assume responsibility for it in the classroom. The program is individualized with respect to point of entry, curriculum, and pacing. A computer based information management system is utilized.

Weber, Wilford A. "A Study of the Feasibility of the Refined Syracuse University Specifications for a Comprehensive Undergraduate and In-Service Teacher Education Program for Elementary Teachers," Syracuse University, 1968.

This model combines scientific and humanistic approaches to education. It seeks to develop sensitive, self-directed teachers. Students are taught a wide range of alternatives, to formulate their own hypothesis, and then test the hypothesis in the school.

All the elementary teacher education models are based upon the principles of behaviorism. They all employ an effective program of evaluation, program review and planning by providing systematic input-process-output analysis of their programs. These programs have become models for other CBTE projects.

American Association of Colleges  
for Teacher Education (AACTE)

The AACTE has published a series of pamphlets designed to expand the knowledge base about issues, problems, and prospects regarding CBTE.

Stanley Elam's Performance-Based Teacher Education: What is the State of the Art reviews the historical settings of PBTE, describes its characteristics, and discusses major issues and problems.<sup>30</sup>

Harry Broudy wrote a philosophical analysis of CBTE that expressed the views of many who are against the movement. He analyzed CBTE in relation to three teaching styles: didactic, heuristic, and philetic. He believes CBTE is applicable to didactic teaching only because heuristic and philetic teaching do not lend themselves to precise analysis, specification, and evaluation.<sup>31</sup>

Iris Elfenbein describes and analyzes the CBTE program in thirteen institutions of higher education. All the programs have a purpose which is identified and public. All the programs utilize the systems approach. All identify goals, behavioral objectives, and structured programs in terms of input, process, and output. The programs are neither well-developed nor problem free, but are worth exploring for they are innovative programs about which little data have been gathered.<sup>32</sup>

Allen Schmieder's Competency-Based Education: The State of the Scene is a summary of the movement and is planned



for the use of program operators or those active in CBTE. He reported data from 783 teacher preparatory institutions as gathered by the AACTE committee on Performance Based Teacher Education. It was indicated by 125 institutions that they had CBTE programs while 366 institutions stated that they were in the developmental state of planning CBTE programs. Only 228 institutions were not involved with CBTE at that time.<sup>33</sup>

The issue of competencies in liberal arts courses is discussed in Performance-Based Teacher Education and the Subject Matter Fields by Michael Shugrue. The potential of CBTE to revitalize some of the general education courses is discussed. Competency-Based Teacher Education

... focuses on individual abilities and needs, on objectives, on the sharing process by which these objectives are formulated and used as the basis of evaluation and given its efficiency (enhanced by the use of feedback) and its student and program accountability features, PBTE offers arresting alternatives to current curriculum requirements, to course offerings and arrangements and to credit and grading systems in many undergraduate departments in the arts and sciences.<sup>34</sup>

### Review of Competencies

The Florida Catalog of Teacher Competencies provides thousands of competency statements from which descriptions of teachers can be built. These competencies are selected by specification of the conditions under which performance is to occur and the criteria by which satisfactory performance is to be judged. When implemented, the statements can serve as

a basis for assessing teacher competencies and designing a teacher education program.

Included are a sample master list of competency statements, a list of sample statements sorted according to topic, an example of operationalizing competency statements, and several examples of theoretical hierarchies of competencies. There is a cross-referencing system between competency statements and teacher training materials.<sup>35</sup> Efforts underway at the University of Indiana, University of Houston, and University of Miami to catalogue teacher training materials will use this system to provide cross-referencing and access to materials available nationally. The three colleges are in the midst of developing a research strategy which would facilitate the identification and assessment of teacher competencies which have maximum payoff in terms of pupil achievement.

In addition to the Florida catalogue, various states, universities, and teacher corps have published their own list of competencies.

#### Review of Notable Books in the Field

Benjamin Rosner edited a book that is composed of theoretical articles about issues in education today and alternative directions for the future. One of the papers in the book is Richard Turner's "Levels of Criteria" which presents a framework for categorizing different degrees of competency. Turner attempts to establish a system for

classifying different forms of competency appraisal by offering six distinct levels of criteria. His hierarchy of criteria levels runs from the most exacting form of competency appraisal (Criterion Level #1) to the most marginally acceptable definition of competency appraisal (Criterion Level #6).<sup>36</sup> And Hugh Baird and Daryl Yorke, applying the labels of "what," "when," and "how," use Turner's levels of performance as the "what" in the information below:<sup>37</sup>

WHEN	WHAT (Levels of Performance)	HOW (Tools)
Pre-practicum	<u>Level 6</u> : Trainee shows that he understands some behaviors, concepts, or principles germane to teaching--usually in a paper and pencil exercise	paper and pencil tests; interviews
Pre-practicum	<u>Level 5</u> : Trainee demonstrates his possession of teaching "skills," however, he need not do so with students. He may interact with case studies or other simulated materials	case studies; simulation
Pre-practicum	<u>Level 4</u> : Trainee demonstrates teaching behaviors in a micro-teaching context with a few students or peers	micro-teaching; interaction analysis
Practicum	<u>Level 3</u> : Trainee is judged on the basis of his ability to demonstrate "teaching behaviors" in the classroom	videotape; observation forms; questioning pupils; interaction analysis
Practicum and On the Job	<u>Level 2</u> : Short-range outcomes achieved by the trainee with the pupils he teaches	all tools used to assess public school pupils' growth
On the Job	<u>Level 1</u> : Long-range outcomes achieved by the trainee (now a certified teacher) with the pupils he teaches	all tools used to assess public school pupils' growth (including above)

Thus Turner has provided some basis for distinguishing whether a rigorous test of competence is being mentioned (e.g., Criterion Levels 1-3) or a minimally acceptable one (Criterion Levels 4-6).

A handbook for planning CBTE programs, the initial development and the operational phase, has been published by W. Robert Houston.<sup>38</sup> He also edited a comprehensive annotated listing of performance-based education resources.<sup>39</sup> It is useful for those trying to find materials for their own program.

Houston joined with Robert Hawsom to edit a book that presents an overview of CBTE. ~~The focal points of the movement,~~ such as the role of the consortium, identifying objectives, designing curriculum, implementation, and evaluation are discussed.<sup>40</sup>

Publications on CBTE are being produced in greater quantity all the time. Research is being conducted throughout the country and results should be published in the next few years. A review of the literature will probably be substantially enlarged in the future.

## CHAPTER IV

### PROGRAM DEVELOPMENT

Success of any venture is predicated upon the innovativeness, vision, and the efforts of a small number of people. Thus, Helen Greene, C.W. Post Professor and Chairman of the Department of Education and this writer were the two people who were to make the program "go." Helen Greene had formerly taught for this researcher when the researcher was principal of Landing School in Glen Cove, and she had a strong commitment to CBTE. The writer, on the other hand, desired to have the additional help in Gribbin School, New York since the writer was desirous of reorganizing the school to further individualize instruction. In addition, the writer hoped to make it the problem for Maxi I. It contained the most needed element--working with a group of people to accomplish an end.

Surrounding Helen Greene and this researcher were other committed individuals who were less involved but, nonetheless, contributed to the success of the effort. Dr. Robert Finley, Superintendent of Glen Cove Schools had been actively engaged for several years with committees at Hofstra University who were discussing CBTE. The Assistant

Superintendent, Dr. Duncan Donald, was in charge of student teachers for the district, so he became Representative from the School District to the Policy Board. In addition, two teachers from Gribbin School, Mrs. Ellen Seid and Miss Carmen Cicero were elected by the Staff to serve as representatives on the Governing Board. Later in the Fall of 1973 two students were elected by the student teachers to represent them on the Governing Board.

During July and August, 1973, time was spent obtaining and evaluating already published materials from (1) State Department, Florida; (2) Washington State; (3) University of Georgia; (4) University of Toledo; and (5) University of Michigan.

In order to effectively begin the new program, this researcher, as principal of Gribbin School, organized a Summer Workshop of two weeks duration to begin the last two weeks in August, 1973. Teachers were paid at the rate of \$50.00 per day to attend. The two weeks were spent in planning, organizing, and discussing the concepts of CBTE.

Student teachers were invited for the latter part of the second week. They were introduced to the Gribbin Staff, then toured the building. After that, they were assigned to their cooperating teachers and the groups then set to work on plans for the year. Student teachers were also apprised of the plan for developing competencies.

To get started, the State requested the establishment of a "project policy board" that would determine how the new

competency-based program would be governed, the nature of the competencies to be developed, and other items connected with developing a competency-based project. In brief, the State provided guidelines for the following things:

1. Determining who will serve on the Policy Board
2. How the Governing Board is expected to operate
3. The form of project goals and objectives
4. The minimum contents of the program.
5. The manner of program management

#### Determining the Policy Board\*

1. Representative from the public schools (approved by the Board of Education or the Superintendent of Schools)
2. Representatives from the College (appointed by the Dean)
3. Representatives from the teacher education students (elected or appointed)
4. Representatives from the teachers of the participating school

The cooperating agencies must agree upon the objectives and priorities of the targeted schools involved, and upon the competencies a teacher must possess to serve such schools.

The prospective teacher must know, beforehand, the criteria of performance, what the competencies are, and the

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\*Words in parenthesis indicate the interpretation of State guidelines.

acceptable level of performance (i.e., when has a particular competence been sufficiently mastered?)

### Governance

Once the Policy Board has been selected (in accordance with the guideline offered above), it will have to establish its manner of operation (Appendix A). The State expects that the Board will be in a position to operate as a semi-autonomous agency with authority to commit resources as well as to make decisions pertaining to the operation of the program. In turn, this is interpreted to mean that the Board is expected to develop procedures for making decisions agreeable to the parties represented (i.e., the University, the school district, the teachers, and the trainees). Much else, however, remains unsaid.

### The Form of Project Goals and Objectives

Requested also is evidence that the Policy Board objectives have been accepted by all the participating agencies. Objectives should include a written set of objectives and a listing of specific objectives.

### Program Content

The State asks that the program include:

- A. The list of required competencies developed by the project including the following data about the knowledge/skill/behavior/attitude sought for each competency.



1. The learning activities available to enable students to acquire the State competency
2. Acceptable level of performance
3. Conditions of performance
4. Means of objective assessment
5. Person or persons responsible for assessment and instruction

B. A. description of the resources committed by each agency.

C. Either in the aforementioned description of competencies and learning activities or in this section, provide the following:

1. Evidence that procedures for designing trainee programs take into consideration the individual student's background, learning style, and learning rate (selection of competencies and learning activities, opportunity to demonstrate requisite competence prior to undertaking learning activities).
2. Description of the criteria to be employed in determining whether or not trainee has attained an acceptable level of general education, is proficient in his field of specialization, and is capable of working with children in ways which will enhance their opportunities for learning.

3. Evidence that in designing the program different criteria, such as knowledge (command of subject matter), performance (teaching behaviors), produce (pupil achievement), affective (attitudes, values, beliefs), and cognitive exploratory (experimental activities) were considered in identifying assessment procedures.

Competencies Expected

<u>Cognitive</u>	<u>Affective</u>
Level I: Project Wide	Level I: Project Wide
Level II: (Additional) Supplementary "individualized"	Level II: (Additional) Supplementary "individualized" competencies

Basic State expectations for managing the program include:

- A. A description of the record keeping system which will provide continuous data on student progress. (Person or persons responsible for maintaining the record system should be designated.)
- B. A description of the procedures for program evaluation and revision to include:
  1. A description of how results of evaluation will be utilized to revise the program

2. Evidence that specific persons have been assigned responsibility for monitoring the program's effectiveness and validity

After complying with the State's expectations for beginning a competency-based training program, what else should be considered as part of our effort? If we return to our opening question--How do you train teachers to teach?--we still have not arrived at an answer. For example, even if we do all the things expected by the State, will our trainees really be prepared? To get answers to such questions, as well as others (for example, are our efforts really making any difference? Can we do future trainee programs better, cheaper, more efficiently, etc.), we probably should consider a second phase: the testing of our program competencies. Let's talk about it when we have sorted out Phase I.<sup>41</sup>

Initial experiences in CBTE are usually at the awareness or interest levels. The Summer Workshop provided an introduction but much work still needed to be done in order to effect a smooth beginning.

Professor Greene and the writer planned and organized a series of In-Service Workshops for the Gribbin Staff (including student teachers) in the Fall of 1973. In addition, many readings on CBTE were circulated prior to the In-Service sessions. The purpose of these readings was for information input, clarification of concepts, and analysis of CBTE as a philosophic system.<sup>42</sup>

Each of the above resources should provide cognitive input about CBTE, but that as such is not adequate. Teacher educators must know about competency-based education, its parameters, distinguishing characteristics, antecedents, and promise, but must be actively involved in exploring its impact on their own preparation programs. It is a well-known psychological principle that we are more likely to support that to which we contribute. When faculty actively debate the issues related to new directions and explore their potential, they are more likely to be enthusiastic about the new program. Thus, involvement of all persons who will be contributing to the program is a necessary part of a design strategy.

The In-Service meetings for Gribbin faculty were planned for Wednesdays since the school district dismisses at 2:00 P.M. rather than 3:00 P.M. Teachers give one hour of their time so the sessions last for two hours. Session I started with brain-storming "Competency-Based Teacher Education--What do you think it's all about?"--and continued throughout the school year on alternating Wednesdays. The Policy Board then met on the Wednesdays when the faculty did not meet (Appendix B). The meetings were devoted to furthering the understanding of CBTE, discussions of decisions made by the Policy Board, problems and progress of the CBTE program.

The Policy Board had a unique role in the development of the competencies. It was decided by the group that

it was too time-consuming to "re-invent the wheel," so after a great deal of time and study on the part of the group, competencies were adapted from those developed at Florida State, University of Washington, and the University of Georgia. These, however, were re-worked by the College Faculty as well as the Gribbin Faculty until a mutually acceptable set of competencies was developed.

The Policy Board, together with the Staff, started with literally hundreds of competencies. It was soon evident that the group had to decide upon some sort of clustering in order to arrive at a workable number. Twenty-nine general competencies were sorted into clusters with similar characteristics. Working on one cluster at a time, the group refined the original competency statements, eliminating duplications, adding new statements where needed, etc. The competencies were then sent back to the college for refinement and revision. Returned once again to the local school system, the group went through the entire list once more, rewriting, re-thinking, and re-ordering the statements. In capsule form, this was the evaluation system:

1. Brainstorming: the product of which was hundreds of competencies..

2. Clustering: 50 general competencies were reduced to 29 and finally sorted into five clusters.

- a. Reading and Language Arts

- b. Math and Science.

- c. Social Studies

- d. Affective Domain
  - e. Organization and Learning Principles
3. Classification: general competencies were then classified into the following role conceptualizations (borrowed from the Kansas State Teachers Corps Project Competency-Based Program)
- a. Teacher as Interactor
  - b. Teacher as Philosopher and Teacher as Professional
  - c. Teacher as Expert
  - d. Teacher as Instructor
  - e. Teacher as Manager
4. Goal analysis and writing competency statements: working on one cluster at a time, the groups refined the original competency statements, eliminating duplications, etc.
5. Revisions: college rewrote and revised
6. Final revisions and acceptance by the school system

In addition, the writer felt that a Special In-Service Enrichment Program should be set-up for student teachers. These meetings took place from 3:00 P.M. to 5:00 P.M. on Tuesdays (Appendix C). The purpose of these seminars was to offer the expertise of the assigned consultants to the student teachers in order to give them a better understanding of the roles of staff personnel in the total school setting.

For example, Dr. Dorothy Kirsch did a Workshop on the Gribbin School Reading Laboratory; Janet Nygren conducted a Workshop on the Mathematics Laboratory; Christine Ghent, Media in Glen Cove schools; Rose Daniels, school Nurse-Teacher devoted a session to Sex Education and Drug Education; Mary Bear, Principal, School Discipline; and Dr. Robert Finley, Superintendent, Viable Alternatives in United States Education and Simulated Job Interview. These seminars have proven unique and extremely worthwhile.

In addition, it is well, at this time, to comment upon the additional roles which the writer played in the development of CBTE. The support of people with power is crucial in the introduction of an innovation.<sup>43</sup> CBTE programs require a variety of complex psychological supports which would be incomplete without including the public schools. In order to provide field experience, the support of the local school system is a necessity. Most of these programs are developed by internal agents, and all have the support of a powerful administrator, as well as some faculty support. This writer, as the administrator, was determined to see the program to fruition. This researcher looked upon CBTE as an opportunity to develop training in individualized instruction in Gribbin School. The writer also hoped to make use of technological progress (New Century Reading and Mathematics Laboratory) through the use of student teachers. Most of all, it was an attempt on this writer's part, to differentiate staffing patterns in Gribbin School through the use of student teachers.

As Principal of Gribbin School, the writer did the following:

1. Planned and organized the initial experiences in CBTE Summer Workshop
2. Planned In-Service Education for Teachers
3. Planned In-Service Education Program for Student Teachers
4. Organized Policy Board
  - a. Oversaw selection of members
  - b. Set up calendar of dates for meetings
  - c. Acted as Co-Chairman at meetings
  - d. Helped define decision-making procedures of the Policy Board
5. Delineated management roles of CBTE Program in program implementation
  - a. College representatives must supervise and evaluate in the light of the competencies outlined by the consortium
  - b. Dr. Duncan Donald, Assistant Superintendent is responsible for assigning student teachers to Gribbin School and for insuring continuance of the program in the district
  - c. Professional Staff is responsible for working with and evaluating the student teachers in the light of the competencies.



## CHAPTER V

### PROBLEMS AND PROGRESS

When the idea of CBTE was first broached to the Gribbin Staff, in the Spring of 1973, teachers were skeptical and distrustful. First of all, Dr. Robert Finley, Superintendent of Schools, introduced the notion with a "rider"--namely, teaching interns. Dr. Finley suggested that since the job market was so scarce, four of the student teachers who would graduate in February, 1974, would be designated "interns" and would be paid \$3,000 to teach from February to June, 1974. The Teachers' Association quickly moved in on this idea, decided that it represented differentiated pay for staffing and completely rejected the notion.

A second problem arose when the Gribbin Staff decided that some student teachers were more competent to start with than were others. Although all student teachers had been carefully screened by the college prior to their selection, still there was considerable difference in personality and intelligence in the selected group. Teachers were all anxious to get the brightest and most personable of the students. In trying to meet this problem, the writer was cautious in placement of student teachers with the Gribbin Staff. Where possible, the writer tried to mesh

student teacher with teacher, personality-wise. Likewise, if a cooperating teacher felt she had received a less able student one semester, the writer tried to place a more able student in her room the succeeding semester, since this program is on-going for at least the next two years as well. Such differences will never be fully resolved but one tries. Personality conflicts and petty jealousies are human characteristics common to the teaching profession as well as every other profession.

The local Teachers' Association also, from time to time, wrote articles relating to CBTE in their monthly publication, "News and Views." The tenor of the articles dealt with a cynicism and questioning of CBTE. Obviously, alerted by colleges opposing CBTE because of fear that the State would now dictate college policy and also warned by State Associations to be wary of CBTE, the teachers were sometimes confused, torn, and definitely in a quandry as to the acceptance or nonacceptance of the program. On the one hand, they certainly did not wish to jeopardize their own jobs. On the positive side, they very much wanted the extra hands in the classroom. It was constantly necessary to meet with the Policy Board, reassure them that no jobs were threatened because of CBTE, and that differentiated staffing would not take place.

Many meetings relating to CBTE were attended by Policy Board members. These meetings were frequently held to discuss the pros and cons of CBTE. One such meeting was

held in Garden City, New York on December 1, 1973 and included such speakers as Dr. Vincent Gazzetta from the New York State Education Department, Dr. Harry S. Broudy, Professor of Philosophy of Education at the University of Illinois, Dr. Sheldon Staff, Chairman of the Education Department at Adelphi University, New York, and Albert Shanker, President of New York City's United Federation of Teachers. Shanker felt that CBTE might open up teaching jobs to candidates who have not taken education courses and perhaps even to people without college degrees.

Competency-based teacher education is rapidly becoming the subject of a bitter debate throughout the country. Proponents assert that the plan would insure better prepared teachers and teachers more accountable to the public because they would not be certified unless they proved, in the classroom, that students were learning. Opponents of CBTE say that it would not lead to the preparation of an "all-around teacher" because it could not adequately take into account such skills as being able to establish a rapport with students. The plan is also denounced as being an anti-intellectual, factory-line approach that denies freedom to the university and the student.

Finally, when the C.W. Post-Gribbin School completed program was ready for submission to the New York State Education Department, the "New York Teacher" official publication of New York State United Teachers, ran the following front page article in its January 19, 1975, issue:

"On the CBTE Front--Urge locals not to sign CBTE as plan falters." This article caused a good deal of turmoil in Gribbin School. Several teachers were angry because the teacher representatives on the Policy Board had already signed the Post College-Gribbin School Plan. They were urged that the signers wire Albany and ask that signatures be removed. A meeting was called, fear allayed, tempers soothed, and the matter quieted. It was stated that "if a local felt comfortable, it should proceed but monitor the program closely during the coming year."<sup>44</sup> However, the writer is sure tensions will again be felt as the Union moves to keep control over its constituency. Theoretically, the issue is power!

On the brighter side, the program, under the guidance of the dynamic Helen Greene and the writer, moved along fairly well. Organization and a firm commitment were the reasons it succeeded. (For Plan submitted see Appendix D.)

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

Students of the competency movement would agree that the tasks essential to CBTE program development could be divided into two groups: (1) those related to the design and validation of an evaluative system, and (2) those related to providing learning opportunities keyed to the evaluation system. The literature of a CBTE Evaluation System indicates that the public should be made aware in advance and includes:

1. Competency Statements: describing those knowledges, skills, behaviors, and attitudes desired of program participants, each of which must be:
  - a. Explicit to the degree that it can be realistically evaluated, and
  - b. Derived from some conception of what constitutes "good" teaching, i.e., those combinations of skills, knowledge, and understanding a teacher needs in order to help children learn.
2. Assessment Procedures for each competency statement, which should include:

- a. Indicators--those specific, observable behaviors which should constitute acceptable evidence that a teacher has a given competency,
  - b. Criteria--which delineates the minimum acceptable level of performance for each competency,
  - c. Procedures--for evaluating each competency, which make clear who is to evaluate, when, where, in what context, and under what conditions.
3. Learning Opportunities: to assist the participant achieve any competency he/she does not already have as revealed through an evaluation of performance based upon the Evaluation System.

All of the preceding information is included in the Student Competency Rating Sheet that was developed to evaluate student teachers (Appendix E). The scale was not, however, developed prior to the beginning of the Program. In fact, at that time the first group of student teachers was not aware of the competency statements on which they were to be evaluated. They were involved in helping to develop the competencies.

A detailed study of the competency ratings on the first twelve student teachers indicated that 92.50 per cent passed the competencies the first time. One student was unable to achieve the 75 per cent competence required and requested transfer to another school to repeat the student

teaching experience. (Personal problems appeared to be the problem with this student. She was newly married and had some health problems. She, therefore, was unable, at this time, to keep up her work.)

Although the data in this study was concluded by December, 1974, and the finished package was submitted to the New York State Education Department, the writer felt it would be worthwhile to evaluate the students in the February-March, 1975, group and to try to make some comparisons and draw some conclusions regarding the achievement of competencies.

First of all, the College was only able to send to Gribbin School ten student teachers during this period. In an effort to provide the best possible student teachers, this writer interviewed every student teacher before being assigned to a cooperating teacher in the school. Of those interviewed, ten were accepted.

Of the ten students placed, seven of them (or 70%) passed the competencies at the end of the eight-week period. One was unable to pass them and will be re-evaluated in May at the end of the second eight-week period. Two of the students were absent for a considerable time due to "flu" and they plan to work from May 15, 1975 to June 20, 1975 to make up the time and complete the competencies.

In effect, then, it would seem that since only one student in each eight-week period failed, the groups must be of comparable ability. A weakness of the system was that

it did not take into account all aspects of teaching. On the basis of observed classroom activities, one group proved to be much more creative.

The Minnesota Teacher Attitude Inventory, designed to measure those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships and, indirectly, how well satisfied he will be with teaching as a vocation, was administered to two groups of student teachers. The test was administered to student teachers in the Gribbin CBTE program and student teachers in a traditional C.W. Post program in another school, pre and post. Students were chosen from comparable backgrounds with similar grades and educational ability. The control group was student teaching in a community comparable to Glen Cove.

The most direct use to which the Minnesota Teacher Attitude Inventory can be put is in the selection of students for teacher preparation and the selection of teachers for teaching positions. The Inventory could also be used to measure the effectiveness of a teacher education program in developing skills in interpersonal relationships. The data appears in Table 1. It may be noted that CBTE students started with more passive attitudes than Controls and showed a statistically significant ( $p < .05$ ) increase from pre to post. Controls started with less passive attitudes and showed an actual decline from pre to post although the decline was not statistically significant.



TABLE 1

Mean Raw Scores on Minnesota Teacher Attitude Inventory  
for Student Teachers in a Competency-Based  
Teacher Evaluation Program and for Those  
in a Traditional Program Before and  
After Student Teaching Experience

	Number	Pre-Test Mean	Post-Test Mean	Mean Change	t	p
CBTE	12	44.17	62.92	+18.75	2.475	.05
Traditional	8	21.00	16.50	- 4.50	-.34	NS

Note: t-test was performed on pre to post for CBTE and  
pre to post for Controls

The results indicate that CBTE students started with significantly more positive attitudes than the Control students and showed a statistically significant ( $p = .05$ ) increase from pre to post. Control students started with less positive attitudes and showed an actual decline from pre to post although the decline was not statistically significant. It is difficult to draw any valid conclusions from this data. It is reasonable to assume that the Glen Cove group did show some growth in developing skills in interpersonal relationships.

A structured interview using the same questions was carried out by two independent interviewers. There were twenty-four interviews in all, each cooperating teacher was interviewed twice. The purpose of these interviews was to find out how well the program worked and how it could be improved.

The writer conducted one set of interviews while a graduate assistant from the college conducted the other. The graduate assistant was appointed to assist Helen Greene in assessing the competencies. The results are recorded in Staff Interview Competency by Principal (Appendix F) and Staff Interview Competency by Graduate Assistant (Appendix G).

There was no correlation between the responses given by the identical teachers due to two interviewers. This could be due to several factors. First, the graduate assistant was viewed as an aggressive, hostile person whose very presence in the classroom was threatening to them. It is quite possible, too, that the personalities of the two interviewers may have affected the results. A tone of voice, an inflection, can affect a response. This, in spite of the fact that several hours were spent discussing how the interviews would be conducted. No attempt, then, will be made to compare the given responses. The writer, will however, summarize the responses given in the interviews in the conclusion of this chapter.

A Student Questionnaire was developed in order to get feedback from the students regarding all aspects of the program from preparatory course work to the implementation of competencies in the field (Appendix H). This questionnaire was administered to the twelve student teachers in the Spring of 1974. It was administered to the total group in the school setting. The results of this questionnaire are summarized at the conclusion of this chapter.

## Conclusions

Based upon the inspection and analysis of data collected on the CBTE Program at Gribbin School, the following conclusions appear to be warranted:

1. Student teachers who worked in the Gribbin CBTE Program showed more growth in positive attitudes toward teaching than did the Control group. It is reasonable to assume that the CBTE system has something to do with this growth.

2. The rating system is a perennial problem in evaluating student teachers. First of all, people bring their own biases to any rating scale.

3. The following statements may be drawn from the staff interview regarding how the CBTE Program worked and how it could be improved.

- a. Competencies as a whole were rated as moderately difficult
- b. Ten out of thirteen teachers felt the competencies focused upon important things
- c. In general, the overall performance of the student teachers was rated as excellent
- d. Teachers felt that the CBTE system implemented in the Gribbin School helped them in the following ways
  - (1) It provided extra hands
  - (2) It stimulated the master teacher (new ideas, forced to re-think their own philosophy)

(3) It gave direction and guidance

(4) It increased individualized instruction

e. Negative aspects of the Gribbin CBTE Program

(1) There were too many different student teachers to cope with in a given year

(2) Extra work for cooperating teacher

(3) Teachers felt they lost some classroom control (two centers of authority)

f. Considering all the effort put forth, twelve out of thirteen felt it was worth having the student teachers

g. Suggestions for improving the Program

(1) Competencies need to be improved upon

(2) More time needed for joint student-teacher-faculty sessions

(3) Need constant evaluation of the Program

4. Final comments regarding the Program are:

a. CBTE is improving the quality of teacher education

b. The Program is good but the length of the student teaching experience should be extended (i.e., eight weeks should be extended to a full semester or even a year with one teacher)

c. The colleges should strive to do an even better job of preparation of student teachers

- d. The cooperation of the college and local people made it a worthwhile Program
- e. The teachers would like the Program to continue

The following statements summarize results from administering the student teacher questionnaire regarding all aspects of the CBTE Program.

1. As might be expected, student judgments of the Program and its major components were generally positive
2. The competencies were not too difficult
3. The performance goals reflected pupil-learner needs to a great degree
4. Regarding attainment of performance goals set under CBTE, eight out of twelve felt that performance was a little higher than goals set
5. Twelve out of twelve felt the cooperating teacher was extremely capable as a master teacher
6. Nine out of twelve preferred CBTE to a traditional student teaching experience as they perceived it in a participation program prior to entrance into CBTE
7. Eight out of twelve felt the work in the student teaching experience was extremely interesting
8. The competencies seemed to be what they needed as classroom teachers. (Graduates who substituted

in Gribbin School related this.) Each of these judgments was confirmed by cooperating teachers, school principal, and school district supervisory personnel.

### Limitations of the Practicum

In evaluating the CBTE system as to its effectiveness in actually developing a competent teacher, the writer would like to point out the following.

Any rating system is, at best, a suspect kind of instrument. The competencies were revised many times by the college and staff. However, a great deal of research still needs to be done. Hanushek<sup>45</sup> claims that it is easier to analyze results of education than methods of improving it. "It is surprising how little is actually known about the ways in which schools and teachers affect education. This largely results from a fixation on inputs to education rather than outputs."

Some question whether it is even possible to measure teacher competence is as follows.

It is unfortunate that the results of sixty years of research have not been commensurate with the expenditure of time and effort. They have, in fact, been conflicting and inconclusive to a degree that has led many otherwise rational members of the profession to a defeatist inference that teacher competence cannot be measured. It is difficult to reconcile this verdict with the fact that many major functions in education depend on the assumption that teacher competence is both variable and measurable.<sup>46</sup>

In the light of the above and since the competencies in each area were continually revised by the members of each

department at the college, i.e., reading social studies, etc. and the Gribbin classroom teachers, the researcher is forced to define as "good performance in the classroom," the attainment of the competencies as set forth in the Student Competency Rating Sheet.

There is no doubt that this rating sheet has many weaknesses. It is subjective judgment at best. However, it does make performance much more explicit. Also, the criteria should be made public so that anyone will know how a student teacher is being judged. In these days of accountability, such a system may well result in a more satisfied public.

#### Weaknesses and Strengths of the Program

Weaknesses. 1. The most critical factor is evaluation. If CBTE is to revolutionize teacher education, it must find satisfactory assessment devices. Sufficiently objective performance measures are not presently available for what may be the most important teaching competencies--learning activities in the cognitive and affective realm.

2. Gribbin Staff consistently felt and believed that a student teacher should spend an entire semester, at least, and even better, an entire year, in one placement.

3. There was an expressed need by students for greater informal interaction with faculty. Students would like greater personalization of the Program as well as individualization of the Program by self-pacing.

4. The Program needs a comprehensive information management system for on-going evaluation and planning for change.

Strengths. The major strengths of the Program which can be supported by evaluation data are as follows:

1. The general Program structure is providing for satisfaction of most felt needs of students.
2. The student teachers felt the Program was improving the quality of student teachers graduating.
3. Graduates of the Program feel that they are effective in applying the competencies learned in the Program.

Finally, a comparison of the Student Teaching Evaluation Chart (Appendix I) with the Student Competency Rating Sheet suggests the following:

1. The original student teaching evaluation chart was developed by the College. Cooperating public school personnel consistently complained that they were never involved in helping to develop the student teaching requirements. The new CBTE rating sheet gives the cooperating public school a "piece of the action."
2. Student teachers were also involved in the development of competencies on which they were to be judged. The CBTE rating sheet is also a public statement of specific behavioral objectives to be attained. The original sheet lacked specificity, while the new one attempts much more specific tasks. Perhaps the major justification for CBTE is to improve the quality of instruction in the nation's



schools as a consequence of improved teacher education. One almost immediate outcome of CBTE is the development of stronger relationships between teacher educators, the public schools, and the organized teaching profession. Finally, CBTE appears to offer the immediate promise of accountability.

### Implications

In addition to the conclusions enumerated above, several implications seem apparent from information gained during the conduct of the project and the experience garnered from personal observations and interviews.

1. CBTE should require minimum levels of performance for entering the Program and for entering into the profession.

2. Attempts should be made to raise the measuring instrument to a higher level of objectivity.

3. Competency-based teacher education includes learning particular patterns of teaching behavior which have been called teaching skills. These skills are the product, of the following cycle:

- a. Conduct research on teaching
- b. Identify skills which are associated with desirable educational outcomes
- c. Develop instructional materials so that adults can learn these skills
- d. Integrate skill learning with a total teacher education program.<sup>47</sup>

The rationale of the cycle sounds logically consistent but there are flaws at each stage. For example, the research is highly variable in quality. It is difficult to agree on educational outcomes that can be consistently measured and that teachers actually will intend to teach. Given these flaws, the best programs probably rest upon a mixture of evidence and intuitive wisdom.

#### Addendum

How does one carry the "message to Garcia?" At a recent dinner party, this writer met a graduate student, Rachel Laor, from the University in Tel Aviv, Israel. She is working under the guidance of Margaret Lindsay at Teachers' College, Columbia University. Her topic, "The Cooperating Teacher Develops a CBTE Program." The writer sent her the Program which was submitted to Albany. She called and said she was impressed and would like to discuss it with this researcher. She is visiting Gribbin School on June 11, 1975. Perhaps the plan will be utilized in Israel!

## CHAPTER VII

### ACCEPTANCE OF THE PROGRAM BY THE NEW YORK STATE DEPARTMENT OF EDUCATION AND IMPLICATIONS FOR USE OF THE MODEL

This practicum was developed as a group effort. That is, the model was developed in conjunction with members of C. W. Post Administration and Staff as well as the Administration and Staff of the Glen Cove School District and specifically, Gribbin School. It is also important to note that the model is composed of several parts aside from the section--Elementary Education--with which this writer was involved. Sections on Handicapped, Speech, Drugs, Alcohol, etc. were also included. The writer mentions this, because in the exchange of correspondence (Appendix J), the reader may note reference to sections other than Elementary Education.

The model developed by Gribbin School and C. W. Post College was submitted to Frederick B. Tubbs, Associate in Teacher Education, Division of Teacher Education and Certification, Room 1941, New York State Education Department, 99 Washington Avenue, Albany, New York 12230 on Friday, January 31, 1975. Five copies were sent by certified, registered mail. A number of informal phone conversations have taken place between Dr. Tubbs and members of the C. W. Post Administration since that time.

On June 20, 1975, Professor Helen Green, Acting Dean of the Undergraduate School of Education and Dr. Roy Smith, Director of Competency Based Teacher Education for C. W. Post College received a telephone call from Dr. Tubbs stating that the program had been accepted as submitted. There were some minor changes having to do with editing that might have to be made. It was stated, however, that the Elementary Education section could be implemented without any major change.

The next contact was made when Dr. Smith called Dr. Tubbs in Albany on July 15, 1975. At that time, Dr. Tubbs stated that in view of the fact that the State Education Department was reviewing nearly 200 projects, they just have not had time to get a letter off to C. W. Post College. He further stated that, however, as far as the program was concerned, it has been accepted. Dr. Smith feels that there is great rapport and mutual respect between his office and the Division of Teacher Education and Certification. In a sense, it is a compliment to C. W. Post that Dr. Tubbs feels free to respond in this manner. Dr. Tubbs also stated that things were all set and that C. W. Post should receive a letter of acceptance in a week or two.

On July 23, 1975, Dr. Tubbs again spoke with Dr. Smith regarding several aspects of the program. At this time Dr. Tubbs repeated that there should be no concern about the Elementary Education Program because it has been approved. He stated that he wanted to relieve the College of any possible pressure. The College would receive approval shortly.

Corroboration of this is in Appendix K. Approval for the program was received August 27, 1975.

Nearly all colleges preparing elementary school teachers in New York State have submitted applications for re-registration of their elementary education programs and have complied with the State's design for new standards and procedures incorporating a competency-based approach. This has been reported by the Education Department's Division of Teacher Education and Certification.

Problems that surfaced in the trial projects noted, pages two and three, later appeared in the teacher education proposals from the colleges. Because of the inherent differences in the roles of teachers, administrators, and college faculty, it was understandable that teachers raised questions about being recognized for their contribution to program development and the appropriateness of assessing prospective teachers' performance, while college faculty became concerned with field-based programs might alter their own work patterns. These problems had both fiscal and philosophical implications. While small sums of money had been available to the trial projects, no additional sums were appropriated to reimburse teachers for their part in program development. The effort to resolve these problems continues.

The Division of New York State Teacher Education stated that 93 per cent of institutions training elementary and special education teachers have sent in their re-registration applications. In a few cases, delays in submission were granted.

Colleges will receive accreditation in stages. They must first indicate the establishment of a governing group to include college, school district, and professional staff of the school in charge of the preparation program; define the competencies required for certification; outline the means of assessing these and the means of evaluating the program. If this is approved, preliminary registration is granted. Each program would then be reviewed by the staff of the Education Department and recommendations made for conditional registration. The experience of the trial projects helped the department to modify its own review procedures so that college proposals are now jointly reviewed by staff in elementary and secondary education as well as teacher education.

Implications for Use of the Model  
in Glen Cove and Nassau County

Gribbin School will continue to work with C. W. Post College in further improving the model for elementary education. In June, 1975, twelve student teachers were assigned to Gribbin School for the Fall semester, 1975. Each of these young people were interviewed by the principal and met their cooperating teachers. They will meet with Gribbin Staff on Tuesday, September 2, 1975 to discuss the CBTE model. Again, the program will be further developed and refined at the regular In-Service meetings held each Wednesday from 2:00-4:00 p.m. beginning Wednesday, September 3, 1975.

Dr. Donald, Assistant Superintendent of Glen Cove Public Schools reviewed the program on January 28, 1975, and

officially accepted it as the vehicle for training elementary level student teachers in Glen Cove.

The model will, of course, continue to be field-tested. C. W. Post College will use the approved model in extending its work with a number of Nassau County school systems beginning September, 1975. The following school districts will use the model: Queens County, P.S. 232, P.S. 169, and P.S. 26. In Nassau County, the following school districts will use the model: Elmont, Mineola, Baldwin, Plainview, Syosset, Westbury, Amityville, Half-Hollow Hills, Jericho, Commack, South Huntington, Smithtown, and Sachem. Every attempt will be made to up-grade the competencies and to be much more explicit in writing the assessments as the various districts use and refine the model.

The writer has met with Dr. Smith three times during the summer of 1975 to discuss how we can improve the model. The writer has also met with Professor Greene on five occasions during the summer to discuss the competencies.

A further effort to improve CBTE programs at Post College has been the organization of a CBTE office on Campus (Appendix L). The purpose of this office is threefold: (1) to consolidate and coordinate efforts, (2) to expedite contacts and queries with the State Education Office in Albany, and (3) to aid in the implementation of evaluation of CBTE programs.

Again, one of the major efforts of the office is the establishment of a Professional Educators' Executive Council

(Appendix M). The writer was asked to be a member of this Council on July 28, 1975. This Council will absorb and expand the responsibilities of the several original Policy Boards which were set up to meet the State requirements of shared writing and evaluation of proposals for Teacher Certification. The Council will also help develop smaller consortiums and act as the contact medium for the many school districts on Long Island.

In summary, the writer has been instrumental in establishing a model that will not only serve Glen Cove but will serve the many school districts in Nassau County as well. Thanks to membership in the Professional Educators' Executive Council, the writer will be active in the dissemination of information relating to CBTE programs. The writer will also take back to colleagues in Glen Cove ideas developed elsewhere so that the program will be further improved.



## ENDNOTES

<sup>1</sup>Bernard H. McKenna, "Some Substantive Issues and Considerations in Performance Based Teacher Education." Performance Education Assessment, University of the State of New York, 1973, p. 121.

<sup>2</sup>William Smith, "Teacher Corps Head to Speak at PBTE Seminar," AACTE Bulletin, XXVI, 9 (November, 1973), 4.

<sup>3</sup>Benjamin Rosner and Patricia M. Kay, "Will the Promise of C/PBTE be Fulfilled?" Phi Delta Kappan (January, 1974), 290.

<sup>4</sup>Allan Schmieder, Competency-Based Education: The State of the Scene (Washington: The American Association of Colleges for Teacher Education, 1973).

<sup>5</sup>1970 Census Data (Glen Cove, N.Y.: Glen Cove Urban Renewal Agency, 1974).

<sup>6</sup>B.F. Skinner, The Technology of Teaching (New York: Appleton-Century-Crofts, 1968).

<sup>7</sup>Richard Burns and Joe Klingstedt, Competency-Based Education: An Introduction (Englewood Cliffs, N.J.: Educational Technology Publications, 1972).

<sup>8</sup>James Cooper, Wilford Weber, and Charles Johnson, A Systems Approach to Program Design, Competency-Based Teacher Education: II (Berkeley, Calif.: McCutchen Publishing Corp., 1973).

<sup>9</sup>Bela Banathy, Instructional Systems (Palo Alto, Calif.: Fearon Publishers, 1966).

<sup>10</sup>Ivor Davies, Competency-Based Learning: Technology, Management, and Design (New York: McGraw Hill Book Co., 1973).

<sup>11</sup>W. James Popham, "Performance Tests of Teaching Proficiency: Rationale, Development, and Validation," American Educational Research Journal, VIII, 1 (January, 1971), 105-17.

<sup>12</sup>D.P. Ausubel and D. Fitzgerald, "The Use of Advance Organizing in the Learning and Retention of Meaningful Verbal Material," Journal of Education Psychology, LI (October, 1960), 267-72.

<sup>13</sup>D.P. Ausubel and D. Fitzgerald, "Organizer, General Background, and Antecedent Learning Variables in Sequential Verbal Learning," Journal of Educational Psychology, LIII (December, 1962), 243-49.

<sup>14</sup>J.S. Bruner, The Process of Education (Cambridge: Harvard University Press, 1960), pp. 17-32.

<sup>15</sup>R.M. Gagne, The Conditions of Learning (New York: Holt, Rinehart and Winston, 1965), pp. 172-204.

<sup>16</sup>D.P. Ausubel, "Introduction," Readings in the Psychology of Cognition, eds. R.C. Anderson and D.P. Ausubel (New York: Holt, Rinehart and Winston, 1965), pp. 9-10.

<sup>17</sup>B.O. Smith, "The Need for Logic in Methods Courses," Theory into Practice, III (February, 1964), 5-8.

<sup>18</sup>B.O. Smith, "Recent Research on Teaching: An Interpretation," The High School Journal, IV (November, 1967), 64-73.

<sup>19</sup>R. Rosenshine and N. Furst, "Research in Teacher Performance and Criteria," Research in Teacher Education, ed. B.O. Smith (Englewood Cliffs, N.J.: Prentice-Hall, 1971).

<sup>20</sup>David Potter, "Teacher Behavior and Student Achievement," Assessment, Research, and Evaluation, II (March, 1974), 1-3.

<sup>21</sup>Popham, "Performance Tests of Teaching Proficiency: Rationale, Development, and Validation."

<sup>22</sup>Robert Kibler, et al., Behavioral Objectives and Instruction (Boston: Allyn and Bacon, 1970).

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<sup>25</sup>Kibler, op. cit., p. 107.

<sup>26</sup>Robert Mager, Preparing Instructional Objectives (Belmont, Calif.: Fearon Publishers, 1962).

<sup>27</sup>Superintendent of Documents, Phase I and Phase II Reports and Summaries (Washington: U.S. Government Printing Office, 1968).

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<sup>30</sup>Stanley Elam, Performance-Based Teacher Education: What Is the State of the Art (Washington: The American Association of Colleges for Teacher Education, 1972).

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<sup>33</sup>Schmieder, Competency-Based Education: The State of the Scene.

<sup>34</sup>Michael Shugrue, Performance-Based Teacher Education and the Subject Matter Fields (Washington: The American Association of Colleges for Teacher Education, 1973).

<sup>35</sup>Norman Dodl, Florida Catalog of Teacher Competencies (rev. ed.; Tallahassee, Fla.: Board of Trustees of Internal Improvement Fund for the Use and Benefit of the State of Florida, 1973).

<sup>36</sup>Benjamin Rosner, et al., The Power of Competency-Based Teacher Education (Boston: Allyn Bacon, 1972), pp. 290-305.

<sup>37</sup>Hugh Baird and Daryl Brian Yorke, Performance-Based Teacher Assessment (Provo, Utah: Brigham Young University, 1972).

<sup>38</sup>W. Robert Houston, Performance Education--Strategies and Resources for Developing a Competency-Based Teacher Education Program (Albany: New York State Education Department, Division of Teacher Education and Certification, 1973).

<sup>39</sup>W. Robert Houston et al., Performance-Based Education and the Multi-State Consortium, 1973).

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<sup>41</sup>"Guidelines for Trial Project Programs," Competency-Based Certification Newsletter, III (March, 1973), 2-4.

<sup>42</sup>W. Robert Houston, Resources in Competency-Based Teacher Education: University of Houston, Performance Education (Albany: New York State Education Department, 1974), p. 14

<sup>43</sup>Mathew B. Miles, Innovation in Education (New York: Teachers College Press, Teachers College, Columbia University, 1964).

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<sup>45</sup>Eric Hanushek, "The Production of Education, Teacher Quality and Efficiency. Do Teachers Make a Difference?" (A report on Recent Research on Pupil Achievement; Washington: Government Printing Office, 1970), pp. 79-99.

<sup>46</sup>Ruth Bradley, and others, "Measuring Teacher Competence: Research Backgrounds Current Practice," (Burlingame: California Teachers' Association, 1964), p. 47.

<sup>47</sup>Ned A. Flanders, "The Changing Base of Performance-Based Teaching," Phi Delta Kappan (January, 1974), 312-18.

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APPENDIX A

72

POLICY BOARD FOR POST/GRIBBIN COMPETENCY-BASED  
TEACHER EDUCATION PROGRAM

Session I

Gribbin Primary School  
Glen Cove, New York

Wednesday, October 3, 1973

2:15 P.M.

MEMBERS

Gribbin Staff

Miss Carmen Cicero  
Mrs. Ellen Seid

Student Teacher

Mrs. Ellen Askinazi

Student Representative

Mr. Neal Yermish

College Representative

Mrs. Helen Greene

School Representative

Mrs. Mary Bear

School Administrator

Dr. Duncan Donald

AGENDA

1. Administrative details
  - a. How often should we meet?
  - b. Time?
2. Responsibilities of Policy Board
3. Forming Project Goals and Objectives

POLICY BOARD FOR POST/GRIBBIN COMPETENCY-BASED  
TEACHER EDUCATION PROGRAM

## Session II

Gribbin Primary School  
Glen Cove, New York

Wednesday, October 17, 1973

2:15 P.M.

MEMBERS

Gribbin Staff	Miss Carmen Cicero Mrs. Ellen Seid
Student Teacher	Mrs. Ellen Felber
Student Representative	Mr. Neal Yermish
College Representative	Mrs. Helen Greene Mrs. Janet Shultheis
School Representative	Mrs. Mary Bear
School Administrator	Dr. Duncan Donald

AGENDA

1. Report from State AACTE
2. Decision making procedures
3. Aid for teachers in classrooms working on Program
4. Person or persons responsible for assessment and instruction
5. Teachers set criteria--assessment procedures use different criteria
  - a. Knowledge--command of subject matter
  - b. Performance--teacher behavior
  - c. Product--pupil achievement
  - d. Affective--attitudes, values, beliefs
  - e. Exploratory--experimental activities
6. Record keeping system--persons designated
7. Mandated competencies

# APPENDIX C

74

## CALENDAR OF IN-SERVICE DATES

Gribbin Primary School  
Glen Cove, New York

February 18, 1975	College
February 25, 1975	Dr. Kirsch
March 4, 1975	College
March 11, 1975	Mrs. Nygren
March 18, 1975	College
March 25, 1975	Mrs. Ghent
April 1, 1975	College
April 8, 1975	Mrs. Daniels
April 15, 1975	College
April 22, 1975	Mrs. Bear: Discipline
April 29, 1975	College
May 6, 1975	Dr. Finley

## PLAN FOR PROVISIONAL AND PERMANENT CERTIFICATION

February 1, 1975

C. W. Post Center of Long Island University  
Glen Cove Public Schools  
Oyster Bay Public Schools  
Elementary Education N-6

Provisional and Permanent Certification

B.S. in Education

M.S. in Education

February 1, 1975

Provisionally certified students will complete program

January 31, 1979

Permanently certified students will complete program

January 31, 1977

Program

- A. An analysis of the role (provisional and permanent) for which persons are being prepared by the program here described.

Performance Based Teacher Education is based on two essential principles: a) it makes explicit the outcomes expected of the student, and b) the outcomes are derived from an analysis of a defined role or function.

These two principles have been our guiding lights in the proposal to follow. Our first task will be to outline the role conceptualization - how it was derived and finally the derivation of the knowledge, skills and abilities logically necessary to fulfill the role of elementary teacher.

Role conceptualization of the elementary teacher and its derivation.

In coming to grips with our idealized role conceptualization, it seemed that the format of the Kansas State Teacher Corps Project Competency Based Program might be applicable as an organizing structure for our role conceptualization process that could be helpfully brought to bear on (a) both graduate and undergraduate concerns, (b) both provisional and permanent certification, and (c) both subjective and objective evaluation criteria, and in addition, logically subsuming the important elements of the other concerns and models. A brief summary of the Model Teacher altered and adapted to our needs follows; in this model 6 major role and function areas of teacher performance are delineated and analyzed.

I. The Teacher as Interactor

This area speaks to the humanistic need of the teacher to be able to develop and maintain rapport with people. "Only after building a trusting relationship will the teacher be able to accurately identify



needs of people and offer suggestions for satisfying needs." This speaks directly to the necessity of any person performing a teaching function to find out where the student is and begin there. In summary, we are looking for teachers who are warm, accepting, compassionate, trusting, trustable, understanding, expressive, in-touch-with-themselves, know-their-own head, etc.

## II. The Teacher as Philosopher

We are looking for persons who see the world as one great, huge, experiential laboratory and everything in it the subject of wonder and understanding. We are looking for people who reflect on life and its meaning. The teacher, perhaps more than anyone else in our society, should model these attributes characteristic of a person who is in love with learning and who learns for the sake of learning. More important than having answers, we think, is the strong desire to seek answers. Neither the Bachelor's degree nor Permanent Certificate is terminal. No training program can cover all exigencies which teachers will meet in the field. The desire to learn and continue learning in the face of obstacles is what we are looking for.

In both areas I and II we see an increase in emphasis on instruction and concern with establishing more sophisticated skills in these areas. Thus we see a greater emphasis (or at least different at the permanent level than at the provisional. This is reflected in our competency concerns and statements.

## III. The Teacher as Expert

The teacher has substantive factual knowledge in several major areas. If we assume that the teacher has been able to establish

rapport with an audience (individual or classroom) and that the audience relies on the expertise of the teacher we arrive at the necessity of the teacher to deliver that help - to come across.

This implies expertise in answer to several questions:

1. Who is my audience? The teacher must know as much as possible about the individual with whom she is working as well as have knowledge about collections of people and predictable outcomes of group organization; this of course involves theoretical and practical knowledge concerning human development, social psychology, and related areas.
2. What do I teach? The teacher should have a thorough grasp of his discipline or subject matter.
3. How do I teach? The teacher must be an expert in delivering knowledge to the audience he serves. This involves at least three dimensions: methods of instruction, materials of instruction, and knowledge about the process of learning. We believe expertise in these areas makes a person a better teacher, even though it is difficult to muster strong evidence for this last one. We are convinced that it is almost self-evident that anyone trying to affect a process (learning) would be better off if he understood something about the process. More important may be the necessity of the teacher's ongoing investigation of the learning process and a posture to that effect.

At the permanent certification level, the teacher as expert, will be more one of polishing skills and understanding their differences in kind. The addition of research skills and knowledge, i.e. the use of research as a tool for evidence gathering seems possibly of greater importance at the permanent level.

4. Where do I teach? The teacher needs to be an expert regarding the environment of teaching. We have reference here to more than demographic and institutional variables as important as they are, and wish to place the "where" in a time-space continuum which includes history, politics, culture, socially important events, etc. "The model teacher has a sense of perspective about his environment, including its place in history, from which he can draw conclusions about particular events or people. The "where" is akin to wisdom and is embodied in Santayana's eloquent message, "Those who are ignorant of history are doomed to repeat it."

5. Why do I teach? The teacher is an expert regarding educational philosophy and philosophy in general. Here we emphasize the substantive knowledge of philosophy; the skills, abilities and knowledges of philosophy. Under the category, The Teacher as Philosopher, it is a subjective attitude we are establishing.

#### IV. The Teacher as Instructor

This area involves competency in four rather discreet functions:

1. Diagnoser: Where is the learner? What are his needs? It implies measurement and evaluation, and knowledge of methods of gathering feedback and using feedback to perform the next function.

2. Designer: The teacher designs relevant and interesting learning activities which are likely to assist the learner to learn. The teacher is a motivational expert and an innovator.

3. Implementor: The teacher has the wherewithal to translate plans into action.

4. Evaluator: The teacher looks at what he has done and asks "Did it work?" Teachers must gather feedback and redesign programs if the feedback says the objectives have not been reached.

## V. The Teacher as Manager

A manager is one who directs, guides or controls, one who maximizes effort in the service of carrying out a purpose. He is sufficiently in touch with himself that he conveys a sense of self-control and purpose. Here we focus on 3 areas in which a teacher needs to be a manager:

1. Learning Environment. The teacher takes responsibility for the environment of learning, for if he doesn't, it is likely that no one will. He arranges the environment so that maximum learning will occur.

2. People. The teacher, being a problem-solver, directs his skills at helping people identify objectives and evaluate progress toward those objectives.

3. Maintenance. Most teachers function in a social setting called a school, and schools require maintenance. Health records, attendance information, luncheon duties, travel or field trip arrangements, etc., all constitute chores which someone has to direct.

A sixth area, though implied in the foregoing, seemed of value and importance in describing the role and function of the teacher - but was not specifically identified in the KSTC model.

Our next step was to isolate, adapt and develop organizing principles or goals - few in number - in each of the six areas of the model. These became idealized pegs on which to hang the specific competencies that were formed by our consortia. We are very much cognizant that this process does not enable us to have a complete and closed system. We see this as a strength and our management system will be constantly wrestling with the reconciliation of the theoretical with the empirical.

Idealized Role-Conceptualization1. The Teacher as Interactor-Humanist

- 1.1 The teacher provides a climate of trust and understanding such that others look to the teacher for help.
- 1.2 The teacher expresses his feelings and thoughts such that others see him as authentic and trustworthy.
- 1.3 The teacher sustains a meaningful dialogue with one or more individuals representing a variety of ages and interests.

2. The Teacher as Philosopher

- 2.1 Ontology (investigating the nature or relations of things). The teacher is regarded as a searching, inquisitive person, unafraid to struggle with difficult questions or issues.
- 2.2 Axiology (investigating the nature of values). The teacher knows and can articulate his values.
- 2.3 Epistemology (investigating the methods of knowing). The teacher is able to give evidence for knowing what he knows as well as methods for gathering evidence; he searches for ways to make his world more manageable and meaningful.
- 2.4 Logic (investigating the principles of reason). The teacher is seen as a person who is logical and purposeful rather than capricious and/or frenetic.

3. The Teacher as Expert

- 3.1 Who does the teacher need to be expert about? The teacher understands and knows the characteristics of a variety of learning audiences.
- 3.2 What does the teacher need to know in the sense of substantive cognitive knowledge that constitutes the source materials from

7.

which he draws? The teacher is knowledgeable in subject matter areas which are his responsibility.

3.3 Why does a teacher utilize certain content? The teacher can articulate a rationale for what he teaches.

3.4 How, or in what manner, does subject matter knowledge best reach its audience? The teacher can adapt his delivery of knowledge appropriately to the subject matter.

3.5 Where, or at what moment in history, is the teacher acting as expert? The teacher sees himself in a broad historical and philosophical context which gives his expertise maturity.

#### 4. The Teacher as Instructor

4.1 The teacher is able to diagnose learner needs.

4.2 The teacher is able to design differentiated learning activities.

4.3 The teacher is able to implement learning activities under a variety of conditions.

4.4 The teacher is able to evaluate whether learning has occurred or the success of the activities.

#### 5. The Teacher as Manager

5.1 The teacher orders his personal affairs.

5.2 The teacher can adjust to the demands of the environment

5.3 The teacher orders the learning environment in helpful ways.

5.4 The teacher is regarded by a variety of others as a problem solver in practical situations.

#### 6. The teacher as a Professional

6.1 The teacher gives evidence of professional growth.

6.2 The teacher demonstrates a knowledge of and practices professional ethics.

6.3 The teacher demonstrates high levels of scholarship.

6.4 The teacher shows adequacy of preparation, formal and informal.

The above is our idealized and tentative role conceptualization model. Pragmatically, we have utilized the role model developed by the teachers, teacher's association and administration of Glen Cove School District which was developed as their means of teacher evaluation. Inherent in these guidelines are the major components of our idealized model. It is our ultimate goal to expand this pragmatic model so that it fully encompasses all aspects of our idealized model.

N.B. It is our plan to incorporate the idealized model as a generic model whenever possible in several areas of teacher certification. (See addendum I - Glen Cove Criteria for Teacher Evaluation)

#### Differences between provisional and permanent Certification

We conceive of the basic differences between permanent and provisional certification to be two-fold: (a) stemming from empirical evidence that the concerns of the practitioner (permanent level) are of a different type but more appropriately of a difference in intensity and degree of focus than those of provisional level, and (b) emerging from a logical analysis of the role conceptualization that implies that psychologically and reasonably there is a Maslovian type hierarchy involved in professional growth. The student, therefore, initially focuses on competencies of a survival and safety type, but with time and experience in the profession, teacher attitude and concern involves a qualitative difference re: professional-actualization (cf. "self-actualization"). i.e., as one gains security and practice in the field, concerns change and interest in expertise in areas expand. Thus our differences are basically differences of quality, expertise and concern as we differentiate provisional level from permanent level behaviors.



To elaborate (1) competencies will be found to be of a different sort - more problem-solving and qualitatively different at the permanent level as opposed to provisional.

(2) Competencies will be of noticeably different emphases as a result of our logical analyses and reference to empirical studies.

(3) Competencies will involve less objective types of assessment and necessarily become of more subjective (professional judgments, e.g.) nature as we pursue permanent competencies.

(4) And, finally, competencies often demand higher order cognitive skills and expertise in areas at the permanent level.

#### B. Requirements for entrance into the program

##### 1. Provisional

All students must comply with the University's policies and regulations regarding entrance and continuation of studies because they are required to complete a State approved program.

Admission to courses in the methods and materials of teaching and to observation and participation is restricted to students who meet prescribed academic and health standards, and whose oral and written English, character and citizenship are deemed adequate for the demands and responsibilities of teaching. The records of students who have been admitted to courses in methods and materials are reviewed again prior to admission to student teaching. Students whose oral and written English qualifications are considered unsatisfactory may be disqualified from further participation. A student may be required to take a speech qualifying examination before student teaching.

All students must maintain an overall cumulative average of 2.00 and a major cumulative average of 2.50 to be allowed to student teach.



## 2. Permanent

One of our basic assumptions is that all students entering the permanent certification level will have demonstrated provisional level competencies, and before being officially matriculated as a permanent level student these competencies must be met and checked off. Students may be considered to be at this level also if they have already obtained provisional certification.

Thus, our official screening for acceptance into the permanent level involves (a) assessment of provisional level competencies and/or verification of provisional certification, and (b) normal graduate level requirements - basically g.p.a. in an approved undergraduate program.

# GUIDELINES FOR INTERPRETING PERFORMANCE HANDBOOK

## Column 1. Competency Number

Column 2. Knowledges, Skills, Attitudes - The knowledges, skills, and attitudes identified in column 2 imply many levels of cognitive functioning and require demonstrations using a variety of settings: classrooms, field, and simulations.

Column 3. Performances - This column delineates behaviors by which the student demonstrates achievement of the knowledge, skills, and/or attitudes. It explicitly states what the student will be required to perform.

The program will be constantly undergoing change and refinements. We are already in process of revision of performances, and assessments as well as creating addition and alternate paths to demonstrate knowledges, skills and attitudes.

Column 4. Acceptable Behavior - The specific criteria regarding acceptable evidence for the required performances are spelled out. These criteria are also under ongoing scrutiny as we attempt to make criteria much more explicit and public. This is especially the case regarding those situations where we have had to resort to statements such as: "to satisfaction of School of Education Member."

Evaluator: The following code has been used for shorthand purposes to identify individual (s) whose responsibility it is or under whose aegis evaluations can be made.

SEM refers to School of Education Member and designates any formally employed faculty member of either the Graduate or Undergraduate School of Education.

MT refers to Master Teacher and designates a classroom teacher in the field who has the responsibility of overseeing and evaluating students in our programs.

S designates self-evaluation.

P may from time to time designate peers.

As will be evident when logical, reasonable combinations of evaluations are designated so that, for example, SEM, MT refers to evaluation by either school of Education Member or Master Teacher. Where consensus is required that is so designated.

PROVISORIAL COMPETENCIES

## Competency Number

## The Teacher as Interactor

92

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The intern assists children to interact effectively with others.</p>	<p>The intern assists the child in listening, in varying his responses, in controlling his responses, in self-discipline.</p>	<p>Uses various means to enforce agreed upon behavior. Performance is judged by M.T. and SEM over a period of time</p>	<p>MT SEM</p>

## Competency Number

The Teacher as Interactor

93

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The intern helps children to understand and value others	Given a classroom setting the intern plans and implements activities that provide opportunities for children in the class to engage in some or all of the following behaviors: praising other children working and interacting with other children sharing with other children.	The children in the classroom engage in some and/or all of the behaviors stated	SEM MT

## Competency Number

## The Teacher as Interactor

94

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The intern creates a warm and open climate in the classroom.	<p>The intern; in a classroom setting:</p> <ol style="list-style-type: none"> <li>1. Listens to pupils and makes use of their ideas</li> <li>2. Accepts pupils value statements without re-acting negatively</li> </ol>	Either of the two behaviors or both are observable in classroom setting.	MT SEM

## Competency Number

## The Teacher as Interactor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The intern will guide the children to appreciate people with other mores, beliefs, languages, customs, governments and environmental conditions, etc.</p>	<ol style="list-style-type: none"> <li>1. Given a classroom setting, the intern establishes groups where children of different cultures interact.</li> <li>2. The intern identifies basic needs common to all peoples, while distinguishing between similarities and differences. This will be done as part of a classroom lesson.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom performance</li> <li>2. Planned objectives are met to criteria outlined in lesson plan.</li> </ol>	<p>MT and/or SEM</p>

## Competency Number

## The Teacher as Interactor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will be able to recognize, appreciate and incorporate the effect of the creative arts, and contemporary culture and the common needs of people on elementary school social studies.</p>	<p>The student will select a book on contemporary education and/or our society from a prepared bibliography. After reading the book, express their reaction to the book through any creative medium rather than by writing a typical book report - sculpture, poetry, painting, music, son, decoupage, dance, needlework, etc.</p>	<p>Satisfaction of SEM</p>	<p>SEM</p>



## Competency Number

## The Teacher as Philosopher

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The student will be able to formulate major philosophers ideas regarding human nature, freedom, and education into a cogent philosophy of education	Student will analyze and evaluate a philosophy of education from one of the following: Plato, Locke, Jefferson, Mann, Rousseau, Biblical texts, Puritans, John Dewey, Skinner, Paul Goodman, Montessori, Neill, R. Peters	Satisfaction of SEM.	SEM

## Competency Number

## The Teacher as Philosopher

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will be able to formulate and state a personal theory of education.</p>	<p>He will write a research paper incorporating major philosophical concepts and their source as a basis of his philosophy of education.</p>	<p>Satisfaction of SEM</p>	<p>SEM</p>

## Competency Number

## Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will demonstrate the knowledge of the different perceptions of the concept of freedom as developed by:</p> <p>The Puritans John Dewey B. F. Skinner Paul Goodman Montessori A. S. Neill</p>	<p>The student will take a written objective examination and/or take part in an oral discussion in class to demonstrate the similarities and differences shown in individuals</p> <p>Student can use the <u>Montessori Handbook</u>, <u>Summerhill</u>, <u>Summerhill for and Against</u>, <u>Experience and Education in Walden</u>, <u>IT Compulsory Mis-Education</u> and other reading to develop and critique the concept.</p>	<p>Inclusion of ideas and citations from 3 of these sources.</p>	<p>SEM and/or P</p>

## The Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will achieve a balanced understanding of the use of educational and psychological tests.</p>	<p>A. The student will take a written examination.</p> <p>B. The student will explain:</p> <ol style="list-style-type: none"> <li>(1) explain the difference between aptitude and achievement tests;</li> <li>(2) explain the concept of standard error and its relationship to intelligence testing;</li> <li>(3) explain the difference between practical and theoretical intelligence.</li> </ol>	<p>A. 75% level of mastery.</p> <p>B. Explanations will be satisfactory to SEM.</p>	SEM.

Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will be able to recognize that a globe and maps are important tools for the elementary school child and that map and globe skills need to be carefully and systematically taught so that children will learn to use them easily and effectively.</p>	<p>The student given a topic and selected materials will identify and describe at least five possible activities utilizing map and globe skills relevant to a particular grade level.</p> <p>At least one of the above 7 lessons will deal with teaching or reviewing map and globe skills appropriate to the classroom level.</p>	<p>Kenworthy's Chapter 7 - Globe and Map Skills</p>	<p>SEM</p>

## Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will have knowledge of and use the concepts of a developmental (skill sequential) reading program.</p> <p>The student will know the instructional tasks on the readiness, primary and intermediate levels.</p>	<ol style="list-style-type: none"> <li>The student will work in a situation observing tasks of children.</li> <li>develop a reading readiness checklist using source materials or use an established checklist.</li> <li>The student will observe a primary classroom situation</li> <li>read textbook assignment</li> <li>define the word recognition and comprehension skills necessary at a primary level using source materials.</li> <li>Present a primary reading lesson</li> <li>Tape a primary reading lesson</li> </ol> <p>3. The student will</p> <ol style="list-style-type: none"> <li>Observe an intermediate classroom situation.</li> <li>Read textbook assignments.</li> </ol>	<p>Students will prepare a reading readiness checklist using those concepts incorporated in Scott, Foresman, American Book Co., MacMillan and others in groups. These checklists will be compared and evaluated by students and SEM with documentation. The final checklist will be administered to a kindergarten child.</p> <p>Students will score at least 75% on questions dealing with the instructional tasks of a primary program based upon readings.</p> <p>A paper will be submitted to an SEM containing a documented classification of primary instructional tasks dealing with word recognition and comprehension skills including 3 major source references.</p>	<p>S</p> <p>SEM</p> <p>S, SEM</p> <p>P</p> <p>MT</p>

## The Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will understand the major points of Stimulus-Response association and Cognitive-Field Theory.</p>	<p>A. The student will take a written examinations. B. The student will list the major points of the Stimulus-Response Theory and the Cognitive-Field Theory.</p>	<p>A. 75% mastery. B. The list and description will be satisfactory to SEM.</p>	SEM.

Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will demonstrate a knowledge of the different concepts of education developed by:</p> <ol style="list-style-type: none"> <li>1. John Dewey</li> <li>2. B. F. Skinner</li> <li>3. R. J. Peters</li> </ol>	<p>The student will demonstrate his knowledge either in a written examination or an oral presentation to SEM</p>	<p>Written objective exam. 75%</p>	<p>SEM</p>



Teacher as Expert

105

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will demonstrate an ability to identify children with reading difficulties and recognize these different special readers.</p> <ul style="list-style-type: none"> <li>a. reluctant reader</li> <li>b. culturally disadvantaged</li> <li>c. non-English speaking</li> <li>d. speech problems</li> <li>e. physically handicapped</li> <li>f. mentally handicapped</li> <li>g. emotional problems</li> </ul>	<ul style="list-style-type: none"> <li>a. The student will recognize characteristics of special reader(s) and prescribe procedures to deal with their cases.</li> <li>b. The student will read articles from the following journals and write a report on the characteristics of "special readers"               <ul style="list-style-type: none"> <li>The Reading Teacher</li> <li>Journal of Reading</li> <li>Journal of Learning</li> <li>Elementary English</li> <li>English Journal</li> <li>Reading Research Quarterly</li> <li>Reading News Report</li> </ul> </li> <li>c. The student will use the course bibliography as a source for assigned texts to determine procedures for dealing with the "Special Readers". These procedures will be written in a report following the preceding descriptive characteristics of the "Special Readers".</li> </ul>	<ul style="list-style-type: none"> <li>a. 80% accuracy according to current classification system</li> <li>b. Characteristics will be specifically included</li> <li>c. Accuracy and procedures will be consistent with descriptive characteristics 90% of time</li> </ul>	<p>SEM</p> <p>SEM</p> <p>SEM</p>

The teacher as expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assesed by \
The student will demon- strate improvisational ability	The student will create two dramatic improvisations	Amount of audience partici- pation that is stimulated as judged by peers, coopera- ting teacher, and SEM.	

## Competency Number

## The teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The student will relate the necessity of teaching music, art and drama to children.	<p>The student can list 5 reasons for teaching music <u>and</u></p> <p>The student can list 5 reasons for teaching art <u>and</u></p> <p>The student can list 5 reasons for teaching drama</p>	<p>According to group consensus of the faculty of Fiedel School: Creative Arts Division</p> <p>According to group consensus of the faculty of Fiedel School: Creative Arts Division</p> <p>According to group consensus of the faculty of Fiedel School: Creative Arts Division</p>	

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will familiarize himself or herself with the importance of a dynamic social studies program that relates to contemporary social problems and ideas that are pertinent to today's world and that is interdisciplinary.</p>	<p>The student will write a position paper listing at least 10 areas and issues in which the social studies curriculum is relevant to the lives of children</p>	<p>Kenworthy's <u>Social Studies for the Seventies</u> will be used as a model - Chapt. 4 What Are the Chief Determinants of Curriculum?</p>	<p>SEM</p>

Competency Number

Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will understand the theoretical bases and purposes of intelligence and IQ assessment.</p>	<p>The student will list the basic principles of intellectual growth as outlined by Binet and Wechsler</p>	<p>A minimum of 75% of the principles will be included</p>	<p>SEM</p>

## Competency Number

Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will understand the thoughts of the following as relates to growth and development:</p> <ol style="list-style-type: none"> <li>1. Freud's psycho-sexual stages</li> <li>2. Erikson's psycho-social stages</li> <li>3. Watson's behaviorism</li> <li>4. Gesell's maturational theory</li> </ol>	<p>The student will take a written examination. The student will list the major points and stages of Freud, Erikson, Watson and Gesell.</p>	<p>75% of the major points must be included.</p>	<p>SEM</p>

## Competency Number

Teacher as Expert

111

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will understand the cognitive aspects of the following factors in personal adjustment: anxiety, frustration, self-concept, defense mechanisms, neurosis, psychosis and psychotherapy.</p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. read pertinent material</li> <li>2. complete personality inventory. "Repression-sensitization" scale</li> <li>3. writing of four reaction papers, involving the concepts.</li> <li>4. list the basic principles of personality adjustment.</li> </ol>	<ol style="list-style-type: none"> <li>1. performance</li> <li>2. performance</li> <li>3. understanding of concepts, reference the major theorists, statements of practical significance</li> <li>4. guidelines provided by SEM</li> </ol>	<ol style="list-style-type: none"> <li>1. self/SEM</li> <li>2. SEM</li> <li>3. SEM</li> <li>4. SEM</li> </ol>

The teacher as Expert

112

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will demonstrate a knowledge of (a) varied socio-cultural differences in students and (b) these current issues in education:</p> <ol style="list-style-type: none"> <li>1. CBTE</li> <li>2. Accountability</li> <li>3. Tenure</li> <li>4. Open Education</li> <li>5. Individualization</li> <li>6. Federal Funding</li> <li>7. Sex Education</li> <li>8. Sexism</li> </ol>	<p>The student will write or orally demonstrate his knowledge of the varied current issues in education on a written examination</p>	<p>Objective test 75%.</p>	<p>SEM and/o P</p>



## Competency Number

## Teacher as Expert

Knowledge, Skills,  
Attitudes

Performances

Acceptable  
BehaviorAssessed  
by

The student will demonstrate knowledge of the notion of human nature as expounded or implied by the following individuals and/or sources:

Plato  
Locke  
Jefferson  
Mann  
Rousseau  
Various interpretations  
of biblical texts.

The student will take a written examination and/or take part in an oral discussion indicating the philosophical basis for accepting and dealing with the notion of Human Nature; its effect upon educational decisions

Level of mastery on written, or oral exam -  
75%

SEM and/  
or  
P

## Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The student will describe and discuss the various skills that need to be stressed and taught in the social studies	The student given a topic and specified materials will list skills and indicate their grade placement.	Skills in the Social Science Program organized according to grade level for 33rd National Council for the Social Studies Yearbook (1964)	SEM

## Teacher as Expert

Knowledge, Skills, Attitudes

The student will be able to identify and define the major generalizations and concepts from the various social sciences making up the Social Studies curriculum: (anthropology, economics, geography, history, philosophy, political science, and sociology)

Performances

The student discussions and in written lesson plans will indicate their potential classroom use in teaching social studies.

Acceptable Behavior

Merrill Series on Social Sciences or Written Test - 70% mastery level.

Assessed by

SEM

P

## Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The student will identify aspects of creative ability	The student will write a paper on aspects of creative ability	Any recognized text on creativity	

Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will be able to demonstrate knowledge of at least three commercially prepared programs and/or new materials specifically developed for teaching Math. (Nuffield Math, IPI, SRA, SINGER, ESS).</p>	<p>Students will demonstrate knowledge by actually incorporating the programs and materials in the lesson they do with elementary school children.</p>	<p>Students will properly use materials such as tangrams, geoboards, cuisenaire rods and/or Nuffield activities, IPI approach etc.</p>	<p>SEM, MT</p>

## Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The student will evaluate various math textbooks (Addison Wesley, SRA, American Book Co., Inc.)	The student will compare and contrast math texts - pupil and teacher editions. Reizl's evaluation criteria will be used.	Students will meet in groups. Discussion from student prepared notes will take place. A reaction-critique paper will be submitted to the instructor. Documentation of opinion and a clear understanding of alternatives in teaching math through textbooks will be looked for.	SEM

## Competency Number

Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will outline major concepts or understandings appropriate in an elementary math program. (Scope and Sequence)</p>	<p>Given a topic such as fractions the student will be able to list the series of concepts to be learned and the appropriate age level each is appropriate for.</p>	<p>This may be evidenced through a test or through a series of math lessons on one topic, prepared for and/or taught to elementary age children. Example: Fractions - 1) Identify and name numerator and denominator. 2) Name shaded fractional diagrams, <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>. 3) Match fractional numbers with points on a number line, etc.</p>	<p>SEM, MT, P</p>

## Teacher as Expert

Knowledge, Skills,  
Attitudes

The student will demonstrate knowledge of mathematical skills, and concepts taught in the elementary school.

Performances

Written examination

Acceptable  
Behavior

Students will score at least 75%

Assessed  
by

SEM



## Competency Number

## Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will select children's science books that are appropriate for the topic and grade level they are working with/or might work with.</p>	<p>In creating science mini-unit or given a science unit the students will select 4 to 10 books for children</p>	<p>The books selected may be used/with elementary school children or presented to them. An evaluation of the books may be presented to peers and/or submitted to the instructor. Evaluation emphasis will be placed on appropriateness of reading level; motivational aspects of books, up to dateness, accuracy, etc.</p>	<p>SEM P S MT</p>

## Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will evaluate various science textbooks (American Book Co.; Harcourt, Brace; Janovich; Rand McNally; etc.)</p>	<p>The student will compare and contrast science texts - pupil and teacher editions. Brandwein's evaluation criteria will be used.</p> <p>Students will meet in groups by grade-levels (different publishers) and with same publisher (different grade levels) Discussion from prepared notes will take place.</p>	<p>A reaction-critique paper will later be submitted to the instructor. Documentation of opinion and a clear understanding of alternatives in teaching science through textbooks will be looked for.</p>	<p>S P SEM</p>

## Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will demonstrate knowledge of at least three commercial programs for teaching elementary school science (SCIS, ESS, SAPA, ES, COPEs, Nurfild)</p>	<p>Following teacher demonstration, visits to the IMC, on filmstrip presentations on programs, etc. students will be able to answer test questions.</p>	<p>Students will score at least 80% on questions dealing with program's organization, units, philosophical base, psychological base, method of evaluation, etc.</p>	<p>SEM</p>

## Competency Number

## Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will evaluate current reading programs, both basal and supplementary, that are available for the classroom teacher.</p> <p>The student will be familiar with reading programs currently available.</p>	<p>The student will explore the basal programs available in the IMC in regard to: style, format content, ease of usage, philosophy, teacher's manual, accompanying materials, sequence of skills introduction.</p> <p>The student will observe the basal approach being used in a primary and intermediate classroom. Interview master teacher to determine rationale for selection of materials.</p> <p>The student will determine which series would be most effective for particular groups of students</p> <p>Determine which series would be most effective for particular groups of students.</p>	<p>Students will evaluate a major basal reading series according to criterion presented by instructor. This evaluation will include reaction to style, format, content, ease of usage, philosophy and sequence of skills introduction. This will be submitted in written fashion to the instructor. Documentation of opinionism and a clear understanding of the goals, objectives and philosophy of the program will be looked for. Student will observe basal approach in the field and be able to conduct a critical evaluation in class based upon observations, readings and class lecture.</p>	<p>S P MT SEM</p>

Teacher as Expert

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The student will demonstrate knowledge of reading research.	<p>The student will explore research dealing with</p> <ol style="list-style-type: none"> <li>1. Whole word method</li> <li>2. Linguistics</li> <li>3. Phonics teaching</li> <li>4. Structural analysis and other word analysis techniques used in basal and other approaches.</li> <li>5. Effectiveness of special programs such as:               <ul style="list-style-type: none"> <li>• ita, words in color, individualized programs, especially programmed readers, especially when compared with another approach such as the basal.</li> </ul> </li> </ol> <p>Discuss with master teacher and reading consultant in field.</p> <p>Students will select one area of reading research from a list submitted by instructor and present an oral report accompanied by an annotated bibliography.</p>	<p>Students will score at least 75% on questions dealing with reading research.</p> <p>Scholarliness and documentation will be expected. The oral report will be judged by peers and SEM based upon established criterion developed by a group of peers prior to the assigned task.</p>	S P MT SEM

## Competency Number

The Teacher as Instructor

Knowledge, Skills,  
Attitudes

The student will write a reading lesson plan and teach it in a classroom situation.

Performances

The student will plan and teach a reading lesson to children using commercial or teacher-made materials. Lesson plan will encompass the following four points: Objective, Materials, Procedure, Evaluation

Acceptable  
Behavior

Student will write a lesson plan including the four points stated with 100% accuracy. The student will also teach a reading lesson with the four points on the basis of structure of the lesson. Children receiving instruction should be able to correctly respond to 80% of the material used in the evaluation step.

Assessed  
by

SEM

## Competency Number

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will select appropriate commercial aides for suitable classroom use.</p> <p>Intern will select appropriate commercial material suitable for the children's instructional needs based upon reading level and specific skill deficiency.</p>	<p>The student will select appropriate commercial materials from the Instructional Materials Center</p>	<p>The reading grade level and specific skill deficiency should match with 100% accuracy.</p>	SEM.

## Competency Number

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will demonstrate ability to use and create basic scientific materials such as balances, thermometers, weather instruments, simple microscopes, etc.</p>	<p>Basic materials will be created by the student or used either in the college classroom activities or in the elementary school setting. At least 2 such happenings will be evidenced.</p>	<p>Performance</p>	<p>SEM, P, S, MT</p>



## Competency Number

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The intern will develop word attack skills leading to independence in decoding and to an ever increasing vocabulary.</p> <ol style="list-style-type: none"> <li>1. The intern provides the selected "sight" words and the necessary repetitions to make it part of the child's reading vocabulary.</li> <li>2. The intern uses the various configuration techniques that instill in the child the "look of a word."</li> <li>3. The intern utilizes the pictorial and verbal clues that assist children in learning new words.</li> <li>4. The intern develops the phonetic approach to reading as it applies to words that are phonetically reliable.               <ol style="list-style-type: none"> <li>a. - demonstrated by the teaching of phonetic analysis.</li> <li>b. - demonstrated by the teaching of structural analysis.</li> <li>c. - demonstrated by the teaching of dictionary skills.</li> </ol> </li> </ol>	<p>An oral or written test exercise for a phonic word-attack skill objective will require the child to use any of the phonic patterns 1 - 4 in unlocking the recognition of an unfamiliar word.</p>	<p>Children will attain a 75% average on test</p>	<p>consensus of S, MT</p>

## Competency Number

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will recognize describe and analyze the use and value of educational class trips to historical houses, and places of local interest.</p>	<p>The student will choose with teacher's approval a place of interest to visit. Will make notes and write up an observation of their visit including a description of the main exhibit and an evaluation of their findings. This will be dictated and run off and the copies distributed to all classmates.</p>	<p>An outline for a trip evaluation will be given to each student at beginning of assignment listing criteria for selecting and evaluating trip. Their write up will be compared with the outline for completeness and appropriateness and clarity of comments.</p>	<p>P, MT, SEM</p>

## The Teacher as Instructor

131

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will design a mini-unit (4 creative lessons) that contain the following:</p> <p>A. Properly stated behavioral objectives.</p> <p>B. Objectives in each area of learning (product, process, affective) each objective properly classified.</p> <p>C. A preference for an inquiry style</p>	<p>A. 1) preliminary activity - The student will write six behavioral objectives from a textbook unit. 2) evaluate behavioral objectives written by previous students. 3) write behavioral objectives for each lesson of the mini-unit.</p> <p>B. 1) The student will use Vmccet self-evaluation filmstrips and hand out ditto of behavioral objectives to classify. 2) Classify mini-unit's behavioral objective as to the area of learning involved</p> <p>C. Given a classroom setting the student will plan and implement a science mini-unit consisting of at least 4 lessons.</p>	<p>A. 1) The preliminary activity is shared in class in small groups. Later it is handed in to the instructor. Objectives must contain behavioral term, conditions, and acceptable level of performance. 2) Answers are read and discussed. 80% accuracy expected. 3) Evaluation is based on criteria set down by Mager.</p> <p>B. 1. Answers are given and students evaluate their responses.</p> <p>2. Objectives should reflect a concern for learning concepts; developing skills and promoting interests, appreciations, values etc.</p> <p>C. The lessons should include at least 3 of the following: Experiencing before discussion; use of many manipulative (concrete) materials; development of process skills (observing, recording, praphing, measuring, predicting)</p>	<p>1. P, SEM</p> <p>2. S</p> <p>3. SEM</p> <p>1. S</p> <p>2.. SEM</p> <p>MT, SEM</p>

## The Teacher as Instructor

Knowledge, Skills, Attitudes

The intern uses a variety of techniques to achieve listening comprehension.

## Performances

Over a period of 8 weeks, the intern will consciously use a minimum of 3 techniques to achieve listening comprehension on the part of the students.

## Acceptable Behavior

Performance and identification of intern's labeling of techniques used.

## Assessed by

Consensus of S, MT

## Competency Number

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The intern will write a diagnostic summary of the child based on testing program.</p>	<p>The intern will interview a child using a specified interview form to collect background data. The integration of interview information, diagnostic tests as listed below, and observable behavior as the basis of the required diagnostic summary.</p> <p>Administer, score, and interpret diagnostic reading tests.</p> <ol style="list-style-type: none"> <li>Stanford Reading Achievement</li> <li>Gilmore</li> <li>Spire I</li> <li>Wepman</li> <li>Stanford Diagnostic</li> <li>Roswall-Chall</li> </ol> <p>The student will write an interview report based upon information gained from the interview of the child and the information on the interview form. The child's scores and interpretation of each test will be reported. The integration of interview information, test score results and interpretation, as well as observable behavior of the child will be the basis of the report.</p>	<p>It is expected that the students report will be at least 80% accurate as to the child's diagnosed deficiencies.</p>	SEM

## Competency Number

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The intern will be able to teach comprehension skills to children.	<p>The intern plans and implements lessons.</p> <p>The lesson's objective is to teach the child the skill of reading orally with expression and silently with appropriate speed.</p> <p>The intern plans an evaluation if child understands main ideas and details.</p>	Performance and teaching of lesson objectives as determined by student's evaluation procedure.	S, MT

## Competency Number

## The Teacher as Instructor

Knowledge, Skills, Attitudes

The intern will demonstrate the relationship existing between environmental conditions and human progress.

1. The intern guides children in predicting a way of life when given a description of environmental conditions.

## Performances

The intern plans and teaches a lesson on the effect the environment has on living conditions.

## Acceptable Behavior

- 1) Objectives of lesson have been met.
- 2) The children are able to predict a certain way of life from the description given 70% of the time.

## Assessed by

S, MT  
S, MT  
SEM

## Competency Number

## The Teacher as Instructor

136

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The intern recognizes that effective learning is developmental and is strengthened by positive reinforcement.</p> <ol style="list-style-type: none"> <li>1. The intern organizes activities in terms of the child's growth.</li> <li>2. The intern uses positive reinforcement.</li> </ol>	<ol style="list-style-type: none"> <li>1. The intern constructs a developmental level progress chart of selected children that is a graph of each child's developmental level and progress.</li> <li>a. On the basis of that chart intern chooses developmental level specific activities and implements them.</li> <li>b. On the basis of that chart intern chooses developmental level specific materials and uses them.</li> <li>2. In a classroom setting, intern uses phrases such as "very good", "nice job", etc.</li> </ol>	<p>Classroom Performance</p> <ol style="list-style-type: none"> <li>2. On more than one occasion this behavior is observed to be present.</li> </ol>	<p>Consensus of MT, SEM</p> <p>Either MT, SEM</p>



## Competency Number

The Teacher as Instructor

Knowledge, Skills, Attitudes

The intern will demonstrate that curriculum is planned but is flexible enough to permit the utilization of the pupil's experience and his readiness to learn.

1. The intern is knowledgeable in curriculum planning that involves sequential, integrated and continuous experiences but provides for individual differences.

2. The intern will adjust the planned lesson if a valid new direction has been questioned - discovered by the children.

Performances

The intern will teach a lesson which includes objectives, motivation, content, and evaluation components. The lesson will give evidence of intern's planning for individual differences in the classroom.

Acceptable Behavior

Performance in which all elements in task are readily definable.

Assessed by

MT and/or SEM

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The intern will demonstrate his ability to administer an informal reading inventory (or readiness test) and utilize standardized tests in diagnosing reading difficulties.</p>	<ol style="list-style-type: none"> <li>1. The intern must conduct teacher observation and keep anecdotal records or conduct a case study.</li> <li>2. The intern will administer an informal reading inventory.</li> <li>3. The intern will label reading difficulties on the basis of test results.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom performance as judged by the classroom teacher or SEM.</li> <li>2. Classroom performance as judged by the classroom teacher.</li> <li>3. 80% accuracy</li> </ol>	<p>MT and/or SEM</p>

## Competency Number

The Teacher as Instructor

139

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The student will construct teaching devices suitable for use in the classroom.	<ol style="list-style-type: none"> <li>1. Intern will construct teaching devices for reading instruction and use them in direct contact with children in need of specific skills. The devices may be games, puzzles, charts or tachistoscopic in design.</li> <li>2. The student will design a lesson using the four basic points of objection, Materials procedure and evaluation</li> <li>3. The lesson will incorporate the constructed teaching device(s)</li> </ol>	<ol style="list-style-type: none"> <li>1. and 2. Performance 100% accuracy</li> <li>3. the specific objective will be mastered by 80% of children</li> </ol>	SEM  S, SEM

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The intern helps children to understand the role of government, political parties, and civic responsibilities and basic principles of democracy.</p> <p>1. The intern communicates to pupils vital information relating to the role of government, political parties, and civic responsibilities and demonstrates an adequate understanding of elements indicated.</p>	<p>The intern plans and teaches a unit incorporating the roles of government, political parties and civic responsibilities</p>	<p>a) Unit will be evaluated as to completeness, practicality, depth and innovativeness and/or</p> <p>b) the student's objectives as assessed by their evaluative procedures will have been reached.</p>	<p>Consensus of MT and SEM</p> <p>ST</p>

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will write a language experience lesson and teach it in a classroom situation.</p>	<p>The student will plan and teach a language experience lesson to an individual or group using the language of those involved as the basis of the concept. Lesson plan will encompass the following four points: Objective, Materials, Procedure, Evaluation.</p>	<p>Student will write a lesson plan including the four points stated with 100% accuracy. The student will also teach the language experience lesson with the four points as the basis of the structure of the lesson. Children receiving instruction should be able to read their language experience story with 90% of oral accuracy.</p>	SEM

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will administer, score, and interpret diagnostic reading tests.</p>	<p>The student will administer, score, and interpret the results of the following tests given to a single child in an elementary school setting.</p> <ul style="list-style-type: none"> <li>a. Stanford Reading Achievement</li> <li>b. Gilmore Oral Reading</li> <li>c. SPIRE I</li> <li>d. Wepman Auditory Discrimination</li> <li>e. Stanford Diagnostic Reading</li> <li>f. Roswall-Chall Word Analysis Skills</li> </ul>	<p>Students will score tests with 100% accuracy and interpret results with 80% accuracy. Scores and interpretation will be in written form both individually or weekly report sheets, and as a final summary in the Diagnostic Report of the child tested.</p>	SEM

## Competency Number

The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will learn how to identify and provide for individual differences in a classroom setting.</p>	<p>A. The student will take a written examination.</p> <p>B. The student will explain the likely differences between gifted, underachieving, and "slow learning" children using behavioral and psychometric data.</p> <p>C. The student will cite the varying teaching strategies for dealing with such youngsters.</p>	<p>A. 75% level of mastery.</p> <p>B. &amp; C. Explanations will be satisfactory to SEM</p>	<p>SEM</p> <p>SEM</p>

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The student will demonstrate ability to prepare and utilize an audio-visual aid in the classroom.	The student will plan and prepare an audio-visual project and demonstrate its use in the classroom by writing 7 lesson plans.	At least two of the above 7 lesson plans will contain A-V materials: films, film-strips, study prints, tapes, records, visual diagrams, charts, graphs, slides, transparencies, etc.	MT, SEM



## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will locate a variety of both commercially prepared resource material and creatively integrate them into strategies, methods and activities for teaching the social studies.</p>	<p>Given a topic the student will list and describe at least 20 resources which include films, filmstrips, transparencies, maps, fiction and non-fiction trade books, games, folk songs and folk music, records, tapes, resource visitors, museums and historic hues, neighborhood community and city resources, current events, etc.</p>	<p>Variety and completeness of list of materials, providing for whole class, group individual activities.</p>	<p>SEM MT P</p>

## Competency Number

The Teacher as Instructor			
Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The intern will develop activities so the child can organize, evaluate and revise his writing, and use different writing forms (letters, essays, poetry, creative writing, etc.)</p> <ol style="list-style-type: none"> <li>1. The intern helps children to determine the main idea in written compositions.</li> <li>2. The intern guides him in organizing his thoughts in a logical fashion.</li> <li>3. The intern evaluates the pupil's performance according to his level of achievement and according to his ability.</li> <li>4. The intern will develop lesson plans to teach creative writing.</li> <li>5. The intern will teach from developed lesson plans</li> <li>6. The intern will evaluate pupil's work with 80% criterion mastery.</li> </ol>	<p>The intern writes lesson plans for activities which will demonstrate different writing forms.</p>	<ol style="list-style-type: none"> <li>1) Self-evaluation of lessons</li> <li>2) Finished product of the children</li> <li>3) Classroom performance.</li> </ol>	S and MT

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The intern can diagnose reading, language arts and mathematical needs and prescribe remediation for them.	The intern will select one child or a small group of children, who currently seem to be having a moderate amount of difficulty in mathematics, reading and language arts. A the intern will diagnose the math, reading and language arts learning problem and/or needs. B. Define the needs and/or problem in behavioral terms and/or state specific objectives for correcting deficiencies.	A. Statement of objectives will contain behavioral performance, as well as conditions and acceptable level of performance and B. Objectives determined will be met as determined by criteria previously set by intern.	S, MT for each curriculum area; math, reading and language arts

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The intern will communicate an understanding of historical time (past, present and future).	Given a list of historical events, the intern is able to place them in chronological sequence.	80% accuracy	MT and/or SEM

## Competency Number

The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will develop, write and teach self-contained lesson plans which are relevant to the subjects or unit area students are studying</p>	<p>The student will participate in an elementary school classroom for a minimum of twenty hours over a ten week period. Students will be involved in teaching, social studies lessons to individuals, groups and the whole class, with the cooperation and supervision of the participating classroom teacher and college.</p>	<p>Copies of the lesson plan will be given to both the cooperating teacher and the college teacher. The student will write their own evaluation for each lesson after teaching, it and will discuss the effectiveness of each lesson with the college supervisor and the cooperating classroom teacher. The lesson plan must be developed in accordance with the outline of a sample lesson plan given to all students at the beginning of the term. The outline will include.</p> <p>Social Science Area or Discipline Major concepts and Generalization, Behavioral Objectives, Materials Used; Vocabulary, Motivation; Body of Lesson, Summary &amp; Conclusion, Follow-up, Evaluation</p>	<p>SEM PST</p>

## Competency Number

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will create and/or select appropriate math materials.</p>	<p>Given a classroom setting the student will design and successfully use at least 3 motivational devices.</p>	<p>(Video and audio tapes will be used). The plan and implementation should include at least 4 of the following elements: (1) highly motivating and appealing activity. (2) good classroom management (3) clear directions. (4) maximum pupil participation. (5) concepts being developed should come across clearly.</p>	<p>MT, SEM</p>

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will develop a math diagnostic instrument and diagnose mathematical understandings.</p>	<p>The student will develop either written or verbal assessment tools and will administer it (them) to a group of children (6 - 10).</p>	<p>Procedures will be completed and then the assessment and findings will be shared with the master teacher, peers and the instructor.</p> <p>The instrument should be appropriate for the age-level in conceptual terms; reading ability (if written) should be appropriate etc. The diagnosis should stay within the confines of assessment device itself.</p>	<p>P, MT SEM</p>

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will describe, compare or use alternative approaches for teaching each of the four operations.</p>	<p>Either verbally, written, or in a actual elementary classroom setting the student will be able to explain demonstrate/or outline at least 2 teachers approaches for each operation: <u>Addition</u>: sets, number line, associative property, etc.  <u>Multiplication</u>: repeated addition, arrays, distributive property, etc.  <u>Subtraction</u>, <u>Division</u>.</p>	<p>Satisfaction of SEM, or MT</p>	<p>MT, P, SEM</p>



## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The intern will demonstrate his ability to conduct a directed reading lesson with small groups.</p>	<p>Given a small group of students, the intern will demonstrate his ability to plan, teach and evaluate two reading lessons. These may be chosen from one of the following:</p> <ol style="list-style-type: none"> <li>1. Using directed reading activities with a basal.</li> <li>2. Using directed reading activities with a trade book.</li> <li>3. Using directed reading activities with content area material.</li> </ol>	<p>Satisfactory performance will be attained if 75% of the students meet the stated objectives.</p>	<p>S, MT</p>

## The Teacher as Instructor

Knowledge, Skills, Attitudes

The intern will demonstrate his ability to determine reading groups and keep the necessary individual reading records for diagnostic and prescriptive purposes.

## Performances

On the basis of an informal reading inventory and/or standardized tests which the intern administers, the intern will label reading difficulties.

## Acceptable Behavior

Comparison of IRI results and/or standardized tests with the formulation of groups must be 100% accurate.

## Assessed by

Consensus of S and MT

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The intern will teach the student to use the correct structure of the English language in writing and speaking.</p>	<p>The intern will conduct a lesson stating objectives that require students to demonstrate correct structure of language in writing and speech.</p>	<p>Objectives have been met.</p>	<p>SEM and/or MT</p>

## Competency Number

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The intern will be able to plan and teach science lessons on current topics utilizing inquiry style and behavioral objectives.</p>	<p>Intern will design and demonstrate in an elementary school setting a series of lessons on a current science topic.</p> <p>Science Topic:</p> <ol style="list-style-type: none"> <li>1. Intern will state prerequisite learnings essential to the development of science concepts presented.</li> <li>2. The intern will state behavioral objectives, conditions, of the behavior and minimal acceptance levels of performance for lessons developed.</li> <li>3. The intern will use an inquiry style.</li> </ol>	<ol style="list-style-type: none"> <li>1. Satisfaction of MT or SEM.</li> <li>2. Satisfaction of MT or SEM</li> <li>3. Four of the following criteria should be exhibited:               <ol style="list-style-type: none"> <li>a) Experiencing before discussion.</li> <li>b) Use of many manipulate (concrete) materials.</li> <li>c) Activity centered experiments or demonstrations.</li> <li>d) Development and incorporation of process skills - observing, recording, graphing, measuring, predicting etc.</li> <li>e) Preference for open questions rather than closed ones.</li> <li>f) Preference for inductive approach over a deductive one.</li> </ol> </li> </ol>	S, MT

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The intern provides information so that children understand and use processes, techniques, and basic skills appropriate to different areas of social studies in solving social problems.</p>	<p>The intern requires pupils to choose a problem area and to either identify a basic question or state a hypotheses to be investigated.</p>	<p>50% of the students in the class will be able to either state a basic question and/or write a hypothesis to the satisfaction of the intern.</p>	<p>S, MT</p>

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The intern will teach children to locate information, select and evaluate a variety of reference materials, and organize information derived from these sources.</p>	<p>1. The intern plans lessons that include the following activities:  a. Children locating definitions in dictionaries  b. Children locating information in encyclopedias  c. Children using reader's guide.  d. Children using atlas and</p> <p>2. The intern will give children a problem that demands outside sources of information to resolve and require pupils select appropriate reference materials for problem resolution, and compile an outline organizing this information.</p>	<p>Accuracy of performance</p>	<p>MT or SEM</p>

## Competency Number

## The Teacher as Manager

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The student will know the psychodynamic and behavioristic approaches to problematic classroom behavior</p>	<p>1. Written Exam</p> <p>2. Given a series of specific classroom situations the student will explain each from both dynamic and analytic frameworks.</p>	<p>1. 75% level of mastery</p> <p>2. The explanation will contain the major elements of dynamic and/or analytic theory.</p>	<p>SEM</p>

## Competency Number

## The Teacher as Manager

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The intern will be able to coordinate the activities of more than one classroom group in mathematics functioning at different learning levels simultaneously in the classroom.</p>	<p>Given two or more small groups of learners, each with different learning needs, in a classroom setting, the intern will provide educational activities and goals for both groups and both groups will meet their goals during a logical period of time while working simultaneously.</p>	<p>Group goals are reached or 70% of individuals in each group have attained their individual goals.</p>	<p>S., M. T</p>



## Competency Number

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The teacher provides situations that will cause children to generalize their scientific conclusions to other areas of the home and/or school environment.</p>	<p>A. The teacher writes a report suggesting 4 ways he/she might set situations that would cause of encourage children to go beyond the classroom situation with their findings and conclusions and generalize them to other aspects of school environment or home setting.</p> <p>or</p> <p>B. The teacher writes 2 lesson plans that include requirements that children generalize from the classroom setting to other settings; the teacher teaches one of these lessons; the teacher reports in writing on the results of lesson and anecdotal or other evidence of generalizations.</p>	<p>A. Cogency and logic of arguments as assessed by SEM</p> <p>B. Writing of objectives at 80% mastery level and anecdotal or "other" evidence.</p>	<p>SEM</p>

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The teacher is able to describe various means used to assess children's educational progress (<u>i.e.</u>, standardized instruments, informal instruments, and observational techniques.</p>	<p>After reviewing selected readings regarding various means used to assess children's progress in schools, the teacher will list in writing and from memory at least 2 strengths and 2 limitations of each of the 3 following means:            (1) standardized instruments,            (2) informal instruments, and            (3) observational techniques.</p>	<p>Satisfaction of SEM and/or criteria in published texts.</p>	<p>SEM.</p>

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The teacher is able to evaluate whether learning has occurred and/or the success of activities</p> <p>a. The teacher knows how to measure learning validly and reliably</p> <p>b. The teacher is able to evaluate the success of a child in learning.</p>	<p><u>Performance to meet sub-competency (a)</u></p> <p>The teacher will describe the steps necessary to construct a valid and reliable evaluation instrument for some component of learning and</p> <p><u>Performance to meet sub-competency (b):</u></p> <p>The teacher will construct a valid and reliable means by which to assess some learning and will use it in determining a specific child's success in that learning.</p>	<p><u>Performance (a)</u></p> <p>Accuracy of description according to a major text in testing, evaluation, and/or statistics</p> <p><u>Performance (b)</u></p> <p>Satisfaction of SEM</p>	<p>SEM</p> <p>SEM</p>

## Competency Number

The Teacher as Instructor

164

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The teacher alters the dynamics of the classroom group to facilitate learning and motivation.	<p>Performance (a) The teacher identifies and lists 4 social psychological elements (cohesion, norms, leadership, communication, roles, etc.) of his/her particular classroom and keeps a written account of one of these over a period of 3 weeks.</p> <p>and</p> <p>Performance (b) The teacher changes the particular social psychological element and records outcomes in anecdotal form.</p> <p>and</p> <p>Performance (c) The teacher/identifies in a written report the changes in teaching and learning observed.</p>	<p>Performance (a) Accuracy according to any text in social Psychology or Schmuck &amp; Schmuck, Group Processes in the Classroom</p> <p>and</p> <p>Performance of log keeping as evidenced by submission to SEM</p> <p>Performance (b) Satisfaction of SEM</p> <p>Performance (c) Written report will cite evidence that changes in motivation and/or learning has occurred to satisfaction of SEM</p>	<p>SEM</p> <p>SEM</p> <p>SEM</p> <p>SEM</p>

## Competency Number

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The teacher is able to develop an "at Home" reading program for the disabled reader.</p>	<p>The teacher will identify a child with reading problems (disabled) in a classroom and design a reading program for that child. The program will involve a minimum of 3 weeks work "at home" for the child. Program will contain the following elements:</p> <ul style="list-style-type: none"> <li>a. specific objectives</li> <li>b. specific tasks</li> <li>c. specific criteria</li> <li>d. parental involvement</li> <li>e. home environment materials</li> <li>f. tasks involving child's interests</li> <li>g. prescription for correcting of specific reading skills diagnosed as problems.</li> </ul>	<p>At a minimum, all elements listed will be present</p>	<p>SEM</p>

## Competency Number

The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The teacher is able to implement an "at home" reading program for the disabled reader.	The teacher will present "at home" reading program developed for competency stated earlier, and with permission of parents of identified child will implement it.	80% of program's objectives will be met.	SEM

## Competency Number

The teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The teacher is able to use a multi-materials approach in the mathematics curriculum.	The teacher will write 3 lesson plans that incorporate usage of more than a single type of teaching materials in the teaching of the lesson.	Specification of more than one type of teaching material in the carrying out of the lesson.	SEM

## Competency Number

## The Teacher as Instructor

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The teacher is able to organize and use a mathematics laboratory in his/her own classroom.	<p>a. The teacher will develop a mathematics laboratory and use it .</p> <p>b. The teacher will teach a series of lessons in mathematics ( a minimum of 3 ) .</p> <p>c. The teacher will write a reaction paper regarding the results and experiences of teaching the lessons.</p>	<p>a. The mathematics laboratory including all of its disparate elements will be brought to SEM and each aspect explained to SEM, including the purpose of each part, and its use in teaching and learning to satisfaction of SEM.</p> <p>b. Implementation of lesson plan as evidenced by lesson plan.</p> <p>c. Reaction paper will contain feelings and learnings of teacher.</p>	SEM



## Competency Number

## THE TEACHER AS MANAGER

169

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The teacher knows and uses behavior modification techniques in the classroom.</p>	<p><u>Performance (a):</u> The teacher will describe in writing major behavior modification techniques.</p> <p>OR</p> <p><u>Performance (b):</u> The teacher will take an examination on behavior modification techniques.</p> <p>and</p> <p><u>Performance (c):</u> The teacher will give anecdotal evidence in writing as to how he/she used behavior modification techniques on 2 occasions in his/her classroom.</p>	<p><u>Performance (a):</u> 100% accuracy of description</p> <p><u>Performance (b):</u> 80% level of mastery</p> <p><u>Performance (c):</u> submission of written report and satisfaction of SEM</p>	<p>SEM</p> <p>SEM</p> <p>SEM</p>

## THE TEACHER AS MANAGER

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The teacher is able to put into action more than one solution to discipline problems.</p>	<p>Teacher will state in writing how he/she solved a general classroom discipline problem on more than one occasion using variant approaches. This will incorporate anecdotal records.</p>	<p>Submission of materials with all elements present.</p>	<p>SEM</p>

## Competency Number

## THE TEACHER AS MANAGER

171

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The teacher is able to deal with conflict and confrontation.	<p><u>Performance (a):</u> The teacher describes in writing 3 instances of conflict and/or confrontation in his/her own classroom how he/she handled it and listing behavioral/psychological principles involved in the resolution, with suggestions for possible improvement.</p> <p><u>OR</u></p> <p><u>Performance (b):</u> In a simulation exercise involving conflict, the teacher demonstrates resolution of the conflict to a jury of peers.</p> <p><u>OR</u></p> <p><u>Performance (c):</u> The teacher keeps an anecdotal log focusing on conflict; "proper" conflict resolution techniques are evident and pointed out by the teacher and/or growth toward learning of and use of these techniques is in evidence.</p>	<p><u>Performance (a):</u> satisfaction of SEM</p> <p><u>Performance (b):</u> satisfaction of 70% of jury of peers.</p> <p><u>Performance (c):</u> satisfaction of SEM</p>	<p>SEM</p> <p>SEM</p> <p>SEM</p>

## Competency Number

## THE TEACHER AS MANAGER

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The teacher knows more than one solution to discipline problems in the classroom.	Given 3 examples or case problems involving discipline in classroom situations, the teacher is able to relate orally or in writing 3 solutions to each of the 3 problems. Solutions will be obviously realistic and pragmatic and within bounds of professional ethics, concern of the school, and the teacher's and child's concern.	satisfaction of jury of peers and/or SEM	peers SEM

217

## Competency Number

## The Teacher as Manager

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The teacher understands techniques for record keeping and explains practical uses in the of these techniques.</p>	<p>The teacher will describe in writing a minimum of 3 techniques for record keeping and explain in detail at least 2 practical classroom uses for each technique selected.</p>	<p>Satisfaction of SEM</p>	<p>SEM</p>

## Competency Number

## The teacher as professional

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
<p>The teacher discusses problems first with individual student concerned</p>	<p>Given a problem having to do with an individual student, the teacher lists steps he/she will take in resolving the problem. A minimum of 3 will be listed.</p>	<p>Included as the first step will be a statement that explicitly states or implies that the student concerned will first be consulted.</p>	

## The Teacher as Professional

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The teacher uses and is aware of proper channels of communication in school district.	The teacher will chart the organizational arrangement of the school district and list appropriate responsibilities of each role on the chart from memory	Accuracy of chart compared with an actual organizational chart of the district &/or accuracy as testified to by a district administrator and initialed.	SEM  Administrator in school district

## Competency Number

## The Teacher as Professional

Knowledge, Skills,  
Attitudes

The teacher participates in appropriate community activities and organizations.

Performances

The teacher presents evidence of membership in any two community organizations and/or evidence of participation in community activities.

Acceptable  
Behavior

appropriate evidence as suggested in performance

Assessed  
by

SEM



## Competency Number

## The teacher as Professional

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The teacher demonstrates a willingness to further his/her knowledge and skills	The teacher gives evidence of attendance at professional conferences twice during period he/she is working on permanent certification and submits a written report on the conference to colleagues - a copy of which is submitted to SEM	Appropriate evidence as to attention; and written report (copy).	SEM

## The Teacher as Professional

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The teacher communicates educational information successfully to those not in the teaching profession	The teacher either orally or in writing communicates to non-teachers on two separate occasions. The meaning and implications of some major development in education, translating jargon into "laymen's" language to the satisfaction of the non-teacher. <u>N.B.</u> non-teacher cannot be person working on certification	in submission of copy of written document or typed protocol from tape of oral communication and a statement from non-teacher explicitly stating that he/she understands completely the message.	SEM

## Competency Number

## The Teacher as Professional

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The teacher belongs to and supports professional organizations.	The teacher presents evidence of membership in at least one professional organization and evidence of membership on one committee in a professional organization.	<p>Appropriate evidence for membership: membership rolls, receipts, membership cards, etc.</p> <p>Appropriate evidence for committee membership: programs, papers, membership rolls, etc. (any reasonable evidence)</p>	SEM

## Competency Number

## The Teacher as Professional

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The teacher keeps current in his/her profession and/or professional field(s).	The teacher lists from memory 10 specific developments in the last 5 years in his/her professional area, or 15 in the general area of teaching, and elaborates on 5 of them by writing a paragraph describing each of the 5 developments he/she chooses.	100% accuracy as determined by texts, journals, etc.; citations would be appropriate as supporting evidence	SEM

## Competency Number

## The teacher as Professional

Knowledge, Skills, Attitudes	Performances	Acceptable Behavior	Assessed by
The teacher communicates with community regarding school matters	The teacher presents evidence (Minutes, programs, tape recordings, official reports, attendance sheets, etc.) that he/she has in spoken or written form communicated some message of a local school nature &/or regarding educational practice or principles to some segment of the community in which his/her school is located on 3 separate occasions in the past 2 years.	Performance as evidenced by material stated	SEM

## D. Student Guidance

### 1. Provisional

- a. All students first meet with a department adviser and the mechanics of the program are dealt with.
- b. All students are then assigned a faculty adviser to work with during the entire stay in the program.
- c. There is an advisement committee to aid students having difficulties.
- d. A handbook will be given to each student containing all the competencies to be achieved during the student's stay in the program. The student will be responsible to see that the competencies are rated by the appropriate person. A parallel chart will be available in each student's official folder (in duplicate).
- e. As competencies are met it will be the student's responsibility to see that they are officially "checked off" with the appropriate person; to consult with the faculty adviser on a yearly basis regarding status of competencies.
- f. Any disagreement between student and professor regarding a specific competency will be submitted for binding arbitration to the Advisement Committee. Any disagreement in the field will ultimately be submitted to the Policy Board. (Upon entry the student is apprised of this procedure and his official enrollment in the program constitutes his agreement to abide by these policies).

- g. Students who have not met any competencies in a given academic year will be responsible to meet with their adviser within that year so that all records are current and reflect, for the student's sake, accurate status and goal.

2. Permanent

Same as above with the addition of the following:

- h. Career counseling and vocational decision-making problems will be referred to the counseling department.

E. Program Evaluation and Management

Provisional and Permanent

1. Formative Evaluation Procedures

As listed below formative evaluation will be the responsibility of the College Supervisor and/or his designated representatives - field teachers, colleagues, graduate assistants, etc.

- a. Ongoing participant observation techniques of a site inspection nature will be utilized on a random basis to determine latent and unanticipated consequences of competencies especially those of a field nature. Each field competency will be thus evaluated at least once an academic year.
- b. Statistical analysis will be undertaken each semester involving such questions as:
- 1) How many students are achieving each competency?
  - 2) Are our levels of achievement realistic?
  - 3) Content and construct validity analyses will be undertaken each academic year - This review will involve (a) a faculty committee of experts - expert analysis in concert with

statistical and participant observation reports, (b) and then submission of this final report to the Policy Board for approval/disapproval or suggested alteration.

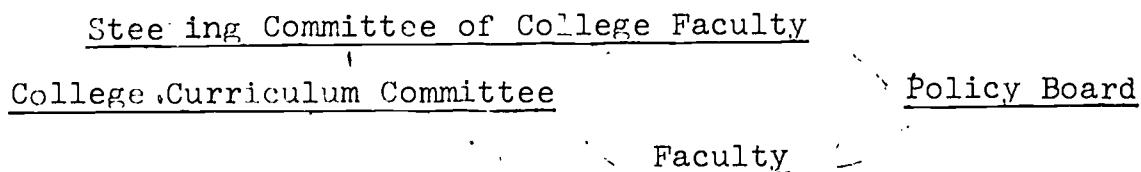
- c. The College Supervisor will be charged with the duty of gathering any other types of evidence which will aid in formative evaluation e.g., test data, personality data, achievement data.

## 2. Summative Evaluation Procedures

The College Supervisor will be responsible for conducting survey questionnaires (Addendum 2) interviewing field schools Addendum 3) and possibly conducting follow-up interviews with provisional and permanent level graduates so as to determine the appropriateness and effectiveness of identified competencies. In addition, ongoing research re: the effectiveness of identifying competency skills areas relationship to learning success will be designed:

- a. specifically by College Supervisor
- b. by other faculty as part of ongoing research
- c. through reviewing literature related to the skill area

## 3. Procedure for Modification will be as follows:



The steering Committee of the College Faculty will make suggestions as to program modification to the College Curriculum Committee and/or the Policy Board. The recommendations will be acted on by College faculty, then put into effect.



#### Addendum 4 - Background Information on the Undergraduate CBTE Program

##### I. General Information

Glen Cove, New York is a city school district on Long Island with about 5,000 children. C. W. Post College is the nearest college, located in Greenvale, about fifteen minutes from Glen Cove. Glen Cove has consistently sought out Post participants and student teachers to work in the Glen Cove Schools.

##### II. Rationale

Competency-based teacher education is a potentially powerful educational strategy which, if appropriately and wisely implemented, can bring about needed reforms in teacher education. CBTE could revolutionize the entire field of educational personnel development through its emphasis on clearly stated objectives, the individualization of instruction, and field-centered approach. It comprises a systematically developed program and evaluation process. In this program, the student demonstrates desired competencies before exiting from training programs.

##### III. Major Objective

To implement an elementary education program using prespecified behavioral objectives and their accompanying performance criteria based on an instructional program integrating theory and practical experience. The goals are the cooperative development and continuous assessment by college and schools of a competency based program for the preparation, induction and certification of elementary teachers. This commitment to a cooperative process involves the identification of objectives, the translation of these objectives into teacher competencies, the design of components of teacher education program, the development of tools for assessing teacher performance.

IV. Planning

1. C. W. Post representatives met prior to the opening of school

August 1973 to discuss the nature and extent of their participation in planning. They also spent considerable time researching the available literature in order to provide background information on the competencies.

- |   |  |
|---|--|
| a. University of Toledo<br>George E. Dickson                          | The feasibility of Educational Specifications for the Ohio Comprehensive Elementary Teacher Education.   |
| b. University of Mass.<br>James M. Cooper                             | The feasibility study on the Model Elementary teacher Education program.   |
| c. University of Wisconsin<br>M. Dere DeVault                         | Feasibility study. Program support system  |
| d. Syracuse University<br>Welford A. Weber                            | A study of the feasibility of the Refined Syracuse University Specification for a comprehensive Undergraduate and inservice teacher education program for elementary teachers. |
| e. Michigan State U.<br>W. Robert Houston                             | Feasibility study: Behavioral Science teacher education program for elementary teachers  |
| f. University of Georgia<br>Charley E. Johnson<br>Gelbert F. Shearron | Feasibility study of the Georgia Educational Model for teacher preparation - elementary  |
| g. Florida State Univ.<br>Norman E. Doal                              | Feasibility study of the Florida State University model for the preparation of elementary school teachers  |
| h. Oregon College of Education<br>H. Del Shalock                      | A plan for managing the development, implementation and operation of a model elementary teacher education program  |
| i. Washington University  | Evaluation of a performance based program in teacher education; recommendation for implementation  |

3.

2. Dr. Duncan Donald, Assistant Superintendent met frequently in June and August 1973, with Principal Mary Bear and College representative Helen Greene to appraise group of his role. Dr. Donald was an active participant in meetings and in decision-making for the Glen Cove School District.

3. The two representatives of the professional staff at Gribbin School together with the principal, Mrs. Bear, met frequently in June and August to discuss their roles and participation in the competency-based program. The two teachers were released from their regular inservice meetings on Wednesdays in order to attend regularly scheduled meetings of the group. They also helped plan the time and format at the meetings.

#### V. Planning

Orientation and Inserve Activities for participating personnel

1. An Orientation Day was held August 29, 1973 to acquaint participating personnel (staff and student teachers) with the plans for the program.

9:00 coffee - introductions

9:30 introduction to Gribbin School - Mary Bear Principal

10:30 Competency Based Teacher

12:00 Education - Helen Greene

1:00 - 2:00 Continued discussion of above

2:00 - 3:30 Work in classrooms organizing for Opening Day

2. Inservice Sessions every Wednesday 2:00 - 4:00 p.m. were devoted to a discussion of problems, plans etc. related to the program.

Example: Mrs. Janet Schultheis - "How do you write competencies?"

Prof. Helen Greene - "What about Behavioral Objectives?"

Dr. Duncan Donald - "What is the length of stay of student teachers - semester vs. entire year?  
Variety of experiences."

Mrs. Mary Bear - "Cognitive vs. Affective Domain"

What are the goals for student teachers?

What evidence is there that goals are acceptable?

What competencies and attitudes should student teachers demonstrate at the end of their student teaching experience?

#### VI. Decision Making Procedures

1. In order to insure passage of any measure, a quorum of the voting representatives must be present and pass said measure. Those eligible to vote include: college representatives, appointed Glen Cove School district representative and elected professional staff of Gribbin School.
2. It was unanimously decided that after each meeting, the representatives of college, administration and school staff would report back to their respective faculties and constituencies. All people present must speak for their constituency.
3. It was decided that if the representatives returned to their constituents for a vote and there was no agreement, negotiations would continue until a compromise was reached.
4. The Policy Board declared that on points of difference between the Master Teacher and the College supervisor, the principal of the school and the Director of Field Services would work out an acceptable solution. The final decision would be reviewed by the Policy Board.
5. The Policy Board will be governed by co-chairmen - the principal of the school and College supervisor in charge of the cluster.
6. A simple majority would be necessary in case of a vote. However, compromise on all issues must be discussed before any votes are taken.
7. Written objectives were acceptable to all participating agencies.

The Policy Board for the Undergraduate Education Competency Based Teacher Education program met every three - four weeks. Mrs. Bear, the principal, was in charge of sending out the agenda. However, if questions came up at any time, before the scheduled meeting, the faculty members were always available and made frequent trips to the district.

The college faculty has a steering committee which helped guide the program and also aided in making the necessary changes in curriculum.

The close relationship between members of the Policy Board resulted in a feeling of mutual respect and esteem.

## STUDENT COMPETENCY RATING SHEET

Name of Student \_\_\_\_\_ Elementary Education \_\_\_\_\_  
Cooperating Teacher/College Supervisor

Date \_\_\_\_\_

School and Grade \_\_\_\_\_

TO: Cooperating Teachers

Re: Directions for Use of Student Competency Rating Sheet

Each Area is Clustered:

Reading and Language Arts

Affective Domain

Math and Science

Organization and Learning Principles

Social Studies

The competencies are listed in cluster areas and must be rated. In order to bring about these competencies, tasks are indicated (numerically) which are simply suggestions to aid in reaching the stated competency.

The ratings used for each competency are:

Competent

Not achieved (tried but not there yet)

Not applicable (could not demonstrate)

Not competent (must try again)

After each cluster the rater will find a continuum for an overall ranking. It is our suggestion that the student teacher achieve 75% competence in all areas.

You may also express your evaluation in paragraph form.

Competencies	Ratings				Comments
	Date	Master Teacher	College Supervisor	Intern	
<p><u>Reading Competencies</u></p> <p>A. The intern will develop word attack skills leading to independence in decoding and to an ever increasing vocabulary.</p> <p><u>TASK</u></p> <ol style="list-style-type: none"> <li>1. The intern provides the selected "sight" words and the necessary repetitions to make it part of the child's reading vocabulary.</li> <li>2. The intern uses the various configuration techniques that instill in the child the "look" of a word.</li> <li>3. The intern utilizes the pictorial and verbal clues that assist children in learning new words.</li> <li>4. The intern develops the phonetic approach to reading as it applies to words that are phonetically reliable.               <ol style="list-style-type: none"> <li>a. - demonstrated by the teaching of phonetic analysis</li> <li>b. - Demonstrated by the teaching of structural analysis</li> <li>c. - demonstrated by the teaching of dictionary skills.</li> </ol> </li> </ol>		1 2	1 2	1 2	

## Competencies

## Ratings

## Reading Competencies

## B.

The intern will determine that comprehension skills have been taught if the child is able to read orally with skillful expression, and to read silently with efficiency and satisfactory speed.

TASK.

Comprehension of the child is evident if the child:

1. is able to understand main idea.
2. is able to understand details.
3. is able to understand sequence (measured by 80% mastery criteria).

## C.

The intern will structure lessons that allow children to learn to locate information, select and evaluate a variety of reference materials, and organize information derived from these sources.

TASK

The child must be able to use the dictionary.

- able to use the encyclopedia
- able to use readers guide atlas and others.

Date

Master Teacher

1

2

College Supervisor

1

2

Intern

1

2

Comments



## Competencies

## Ratings

## Reading Competencies - continued

The intern must be

- able to demonstrate his ability to construct and write an experience chart.

D. The intern will demonstrate his ability to conduct a directed reading lesson with small groups.

TASK

Given a small group of students, the intern will demonstrate his ability to plan, teach and evaluate two reading lessons. Satisfactory performance will be attained if 75% of the students meet the stated objectives.

1. using directed reading activities with a basal.

2. using directed reading activities with a trade book.

3. using directed reading activities with content area material.

E. The intern will demonstrate his ability to administer an informal reading inventory (or readiness test) and utilize standardized tests in diagnosing reading difficulties.

Date

Master Teacher

1

2

College Supervisor

1

2

Intern

1

2

Comments

Competencies

Ratings

Reading Competencies - continued

TASK

1. The intern must analyze scores of standardized norm referenced tests.
2. The intern must analyze scores of criterion referenced tests; i.e. Stanford.
3. The intern must conduct teacher observation and keep anecdotal records.

F. The intern will demonstrate his ability to determine reading groups and keep the necessary individual reading records for diagnostic and prescriptive purposes.

TASK

1. The intern must administer an informal reading inventory, i.e. Spire
2. The intern must also administer standardized tests, i.e. Metropolitan

Language Arts Competencies

A. The intern will develop activities so the child can organize, evaluate and revise his writing, and use different writing forms (letters, essays, poetry, creative writing, etc.)

Date	Master Teacher	College Supervisor	Intern	Comments
1	2	1	2	

Competencies

Ratings

Language Arts Competencies

TASK

Date

Master Teacher

College Supervisor

Intern

Comments

1. The intern helps children to determine the main idea in written compositions.
2. The intern guides him in organizing his thoughts in a logical fashion
3. The intern evaluates the pupil's performance according to his level of achievement and according to his ability.
4. The intern will develop lesson plans to teach creative writing.
5. The intern will teach from developed lesson plans.
6. The intern will evaluate pupil's work with 80% criterion mastery.
3. The intern will ask the student to use the correct structure of the English language, both in the process of writing and speaking.

TASK

The intern will teach oral reading using a poem, play, or oral speaking.

## Competencies

## Ratings

6.

## Language Arts Competencies - Cont'd

C. The intern will use a variety of techniques to achieve listening comprehension.

## TASK

1. The intern will teach use of pantomime, charades, finger plays and the like.
2. The intern will teach propaganda techniques to introduce emotionally charged words.

Date	Master Teacher	College Supervisor	Intern	Comment
	1 2	1 2	1 2	

## Reading and Language Arts Scale

Less than acceptable standards of performance for student teachers

Evidence of weakness in this area at this time

Acceptable standard of performance for student teachers

Proficiency level is determined by 75% competency in each cluster of competencies.

## Mathematics Competencies

1. Selecting one child or a small group of children, who currently seem to be having a moderate amount of difficulty in his mathematics learning, the intern can: diagnose the mathematical needs of the individual learner and will define in behavioral terms, the specific objective which he is presently unable to attain.

Date	Master Teacher	College Supervisor	Intern	Comment
	1 2	1 2	1 2	

Competencies		Ratings				7.
Mathematics Competencies-Continued		Date	Master Teacher	College Supervisor	Intern	Comment
<u>TASK</u>	A statement of objectives should contain behavioral verb along with condition and acceptable level of performance.	1	2	1	2	
<u>TASK</u>	The intern will prescribe/implement a sequence of instructional activities to meet at least one of the learner's diagnosed needs.					
<u>TASK</u>	Acceptable behavior shall include the implementation of the instructional activities and evaluation of the child's attainment of the objective.					
<u>TASK</u>	Given a group of at least five learners the intern will be able to plan and implement a drill practice exercise. The plan and implementation should include at least four of the following elements.					
<u>TASK</u>	1. Highly motivating and appealing activity including some unusual physical or surprise element.					
<u>TASK</u>	2. Good classroom management					

197

243

## Mathematics Competencies-Cont'd.

## TASK

3. Clear directions

4. Concepts being developed should come across clearly during the session.

5. Maximum pupil participation.

D. Given two small groups of learners with different learning needs, the intern will prescribe a sequence of mathematics activities for each group and will implement these sequences simultaneously.

## TASK

1. The intern will be able to coordinate these activities so that several groups will be functioning at the same time but in various topic areas.

2. The intern will demonstrate his skill through several of the following techniques; creative worksheets, activity cards, functional bulletin boards, games, construction ideas, mini packets, math contracts, mini units.

## Science Competencies

A. The intern will design and demonstrate in an elementary

Date	Master Teacher	College Supervisor	Intern	Comments
	1	1	1	
	2	2	2	

## Competencies

## Ratings

## Science Competencies - Continued

school setting, a lesson or series of lessons on a topic typically found in science materials published today. (Example: plants, sound, oceanography, etc.)

## TASK

1. The intern should be able to state the prerequisite learnings essential to the development of the concepts to be presented (minimum acceptable level - 2 prerequisites) and should correctly structure and state behavioral objectives for the lesson(s) developed: including behavioral terms, conditions of the behavior and minimum acceptable level of performance.

2. In designing the lesson(s) a preference should be shown for an inquiry style. At least four of the following should be exhibited.

- a. experiencing before discussion
- b. use of many manipulate (concrete) materials.
- c. activity centered experiments or demonstrations.
- d. development and incor-

Master Teacher		College Supervisor		Intern		Comments
1	2	1	2	1	2	

## Competencies

## Ratings

10.

Science Competencies - Continued	Date	Master Teacher	College Supervisor	Intern	Comments
<p>portation of process skills - observing, recording, graphing, measuring, predicting, etc.</p> <p>e. preference for open questions rather than closed ones.</p> <p>f. preference for inductive approach over a deductive one.</p>		1 2	1 2	1 2	

## Mathematics and Science Scale

Less than acceptable standard of performance for student teachers

Evidence of weakness in this area at this time

Acceptable standard of performance for student teachers

Performance above an acceptable standard for student teachers

Outstanding performance rarely seen in student teachers

Mastery level is determined by 75% competency in each cluster of competencies.

200

Social Studies Competencies	Date	Master Teacher	College Supervisor	Intern	Comments
<p>A. The intern will communicate an understanding of historical time (past, present, and future).</p> <p><u>TASK</u></p> <p>1. The intern identifies events significant to the development of societies and cultures.</p> <p>2. The intern will help the child create a time line</p>		1 2	1 2	1 2	



## Competencies

## Ratings

11.

## Social Studies Competencies- Cont'd

Date	Master Teacher	College Supervisor	Intern	Comments
	1	2	1	2

of outstanding events  
in the child's own life.

B. The intern will guide the children to appreciate people with other mores, beliefs, languages, customs, governments, and environmental conditions, etc.

TASK

1. The intern demonstrates an acceptance of others and willingness to help all students.

2. The intern guides children in understanding and accepting others through a discussion of the universal needs of people stressing the fact that people satisfy these needs in different ways.

3. The intern creates situations in which pupils have the opportunity to interact with those different than themselves.

C. The intern will demonstrate the relationship existing between environmental conditions and human progress.

TASK

1. The intern shows children how to use and interpret

24 Social Studies Competencies-Cont'd

maps and globes.

2. The intern helps children to discover relationships between a given way of life and environmental conditions.

3. The intern guides children in predicting a way of life when given a description of environmental conditions.

D. The intern helps children to understand the role of government, political parties, and civic responsibility and basic principles of democracy.

TASK

1. The intern communicates to pupils vital information relating to the role of government, political parties, and civic responsibilities.

2. The intern demonstrates an adequate understanding of elements indicated in Item D by using them properly to discuss current political events utilizing newspapers, television, radio and periodicals as sources.

E. The intern provides information

Comments

Master Teacher 1 2  
College Supervisor 1 2  
Intern 1 2

## Competencies

## Ratings

13.

## Social Studies Competencies Cont'd

mation to understand and use processes, techniques, and basic skills appropriate to different areas of social studies to solve social problems

## TASK

1. The intern encourages pupils to choose a problem area and to identify a basic question or hypotheses to be investigated.

2. The intern provides information, materials, and media to aid pupils to conduct a systematic investigation of a problem area.

3. The intern observes and assesses pupils' performance in utilizing information, materials and media to determine their progress toward mastery of the processes and skills.

## Social Studies Scale

Less than acceptable standards of performance for student teachers

Evidence of weakness in this area at this time

Acceptable standard of performance for student teachers

Performance above an acceptable standard for student teachers

Outstanding performance rarely seen in student teachers

Mastery level is determined by 75% competency in each cluster of competencies.

## 249

A. The intern structures classroom so children understand and value themselves

## 1. The intern structures

the classroom learning environment so that the child can attain personal goals and experience a sense of worth.

## 2. The intern develops a

classroom feeling which encourages each child to explore his own feelings and actions and helps the child to realize his own capabilities and limitations.

3. The intern will prepare

The intern will prepare for a meaningful parent conference, observe the conference and prepare a post-conference report.

3. The intern helps children to

### TASK

1. The intern plans for experiences in the classroom in which the child will have the opportunity to use all of his observational powers to explore the feelings and actions of others.

Date	Master Teacher	College Supervisor	Intern	Comments
	1	1	1	
	2	2	2	

Competencies

Ratings

Affective Competencies Continued

Date

Master Teacher

College Supervisor

Intern

Comments

2. The intern uses the unplanned, spontaneous experiences of the child as he interacts within the classroom for exploration of feeling.

3. Through classroom activity, the intern attempts to incorporate those materials which will stimulate the child to identify and verbalize the feelings and actions of others, e.g. pictures, records, film strips.

C. The intern assists children to interact effectively with others.

TASK

The intern assists the child in listening, in varying his responses, in controlling his responses, in self-discipline.

Affective Domain Scale

Less than acceptable standards of performance for student teachers

Evidence of weakness in this area at this time.

Acceptable standard of performance for student teachers

Performance above acceptable standard for student teachers

Outstanding performance rarely seen in student teachers

Mastery level is determined by 75% competency in each cluster of competencies

Competencies

Ratings

Organization Competencies

A. The intern will demonstrate that curriculum is planned, but is flexible enough to permit the utilization of the pupil's experience and his readiness to learn.

TASK

1. The intern is knowledgeable in curriculum planning that involves sequential, integrated and continuous experiences but provides for individual differences.

2. The intern will adjust the planned lesson if a valid new direction has been questioned - discovered by the children.

B. The intern will use appropriately all resources (staff) available to him. He will demonstrate the required record-keeping procedures and housekeeping chores necessary for a classroom to function in an orderly manner.

TASK

1. The intern will use all media resources available and be skilled in their use.

Date	Master Teacher		College Supervisor		Intern		Comments
	1	2	1	2	1	2	

Competencies

Ratings

Organization Competencies- Cont'd

2. Staff resources (nurse, library, specials) will be utilized appropriately.
3. The intern shall demonstrate organizational skills by helping to maintain an attractive, clean classroom in which the children's work is displayed.

Learning Competencies

- A. The intern recognizes that effective learning is developmental, and is strengthened by positive reinforcement.

TASK

The intern organizes activities in terms of the child's growth.

3. The intern will demonstrate skills in motivation based on recognition of the student's personality needs.

- C. The intern will be able to recognize exceptional behavior patterns and to prescribe and demonstrate techniques for dealing with them in specific situations.

Date	Master Teacher	College Supervisor	Intern	Comments
------	----------------	--------------------	--------	----------

1 2 1 2 1 2

STAFF INTERVIEW  
Gribbin Primary SchoolName of person interviewed (Mary Bear, Principal)(Ratings and rankings are for interviewer only)

This interview is part of our study of the CBTE Program in this school. We are trying to find out how this Program works and how it could be improved.

First I would like to ask you a few questions about the CBTE Program and its effects as it relates to your student teachers.

1. Do you feel that you had any input in the setting of the competencies?

0 A very great deal of input2 A great deal of input2 A moderate degree of input4 A minor degree of input5 No input

2. How would you rate the competencies as a whole?

0 Extremely difficult2 Quite difficult9 Moderately difficult1 Not too difficult0 Easy1 N.A.

3. How much time was spent in establishing the objectives of the competencies during the planning of lessons?

5 15 minutes (or less)2 1/2 hour4 1 hour (or more)2 N.A.

(Did you use the competencies in formulating lessons, plans, with your student teachers?)



4. How would you describe the climate when the composition was being discussed?

8 Warm and relaxed

1 Formal and tense

4 N.A.

5. How were the competencies demonstrated?

- a. Were the aims and objectives carefully spelled out?

5 Yes

3 Some yes, some no

3 No

2 N.A.

- b. Did the lesson just evolve?

4 Yes

3 Both

4 No

2 N.A.

6. How did your student teachers respond in the goal-setting sessions?

2 Passive

2 Some of each

7 Active

2 N.A.

7. To what extent did the competencies focus on important things?

10 Some

0 Not at all

3 N.A.

8. Were there any later problems requiring a change in competencies? Describe any such problems.

9 Yes

2 Don't know

3 Too many

0 No

1 N.A.

1 Didn't fit grade level

9. How much discussion was there about the goals and about the student teacher performance with respect to these goals? (Amount of feedback)

3 Very little, not much, not enough

1 Some

5 Quite a bit, a lot

3 N.A.

<u>6</u> Informal	<u>2</u> Both
<u>3</u> Scheduled	<u>1</u> N.A.

<u>5</u> No	<u>.2</u> Don't know
4 Yes	1 N.A.

a. 3 None  
4 Not specific enough  
2 N.A.

<u>9</u> Yes	<u>1</u> In some areas yes, some no
2 No	1 N.A.

<u>11</u> Well	<u>2</u> N.A.
<u>3</u> Poorly	<u>4</u> Varied for different student teachers (some answered more than once)

<u>12</u>	Excellent	<u>1</u>	Don't know
<u>7</u>	Good	<u>0</u>	Poor
<u>3</u>	Fair	<u>1</u>	N.A.

(Some answered separately  
for each student teacher)

14. What was the quality of the student teacher you had?

12 Excellent 1 Poor

5 Good 1 N.A.

3 Fair

Some answered separately  
for each student teacher

15. Did the competencies help the student teacher in performing his/her job?

5 Yes 2 N.A.

2 No 1 Don't know

2 Some 1 Made them nervous

NOW ABOUT THE PROGRAM IN GENERAL:

16. What are the purposes of the Program as you see them?  
(What is the rationale for this approach?)

5 Better training of teachers

2 Give student teacher first hand experience

2 N.A.

1 Give teacher role in certifying student teacher

1 Set goals for student teacher

1 Teach student teacher to set goals

1 Evaluate student teacher in classroom

17. How, specifically, has the CBTE Program helped you?

4 Extra hands

3 Stimulated teacher (new ideas, forced to re-think)

3 N.A.

2 Gave direction and guidance

1 Made more individualization possible

1 Not much

1 Fun

3 N.A.

18. How, specifically, has the CBTE Program hurt you?

4 Hasn't hurt

3 Too many different student teachers in one year

1 Lost creativity

1 Student teacher used by administrators and loaded classes

1 Extra clerical work

1 Time

1 Feel less in control

1 Put more pressure on student teacher

1 N.A.

19. How often did you discuss the competencies and how they were to be achieved with your student teacher?

3 Not very often

2 N.A.

3 Before or after each lesson

1 A lot at beginning and end

2 Daily

1 Frequently

20. Does the Program give you a better understanding of your job? To what degree?

6 No

3 Yes

1 A little

3 N.A.

21. Does the Program give you a better understanding of your student teacher's needs?

9 Yes

2 No

1 A little

1 N.A.

22. How much real interest did the student teacher have in the CBTE Program?

6 A lot

1 Don't know

1 Some

1 N.A.

4 Not much

23. What are the effects of the CBTE Program on planning, if any?
- 5 None (very little) 1 Different for each teacher
- 5 Helps some 2 N.A.
24. What are the advantages of the Program as you see them?
- 2 Extra hands
- 2 Improves student teacher's planning
- 2 Makes student teacher a better teacher
- 1 Improves teacher
- 1 Will lead to better program
- 1 Will get CBTE
- 4 N.A.
25. Considering the efforts you put forth, was it worth having student teaching?
- 12 Yes 1 N.A.
26. Do you have any suggestions for improving the Program? What are they?
- 6 Fewer student teachers for longer time
- 2 Re-do competencies
- 1 Interpersonal relationships
- 1 Organization and management
- 1 Reading and math
- 1 Needs improvement
- 1 Provide time for joining student teacher-faculty
- 1 Discipline and personal qualities
- 1 Need constant evaluation
- 1 Eliminate repetition
- 1 Help student teacher organize group work
- 1 Be more specific
- 1 Give student teacher seminars

27. Were the college personnel helpful in carrying out the Program?  
10 Yes      2 N.A.

1 Some, yes

28. Are there any final comments you would like to make at this time about the Program?

(Each mentioned once)

Needs improvement, but it is improving the quality of teachers.

Good program, but too many changes of student teachers.

Include knowledge of sequencing.

Great for Gribbin!

Cooperation of college and local people made it a real program.

Would like program to continue.

29. In general, how much time did you devote to the Program?

4 A lot of time

2 Very little extra

2 1/2 to 3/4 hours a day

1 5 to 6 hours

1 Several hours

3 N.A.

Note: N.A. = no answer, no response, no codable response.

STAFF INTERVIEW  
Gribbin Primary School

Name of person interviewed (Graduate Assistant)

(Ratings and rankings are for interviewer only)

This interview is part of our study of the CBTE Program in this school. We are trying to find out how this Program works and how it could be improved.

First I would like to ask you a few questions about the CBTE Program and its effects as it relates to your student teachers.

1. Do you feel that you had any input in the setting of the competencies?

         A very great deal of input

         A great deal of input

4 A moderate degree of input

2 A minor degree of input

6 No input

2. How would you rate the competencies as a whole?

         Extremely difficult

         Quite difficult

3 Moderately difficult

2 Not too difficult

1 Easy

6 Uncodable response

3. How much time was spent in establishing the goals during the planning of lessons?

         15 minutes

         1/2 hour

2 1 hour

2 Decreased toward end

1 Increased toward end

3 Less than 15 minutes

3 Too variable to answer

1 Uncodable

(did you use the competencies in formulating lessons, plans, with your student teachers?)

4. How would you describe the climate when the composition was being discussed?
- |                              |                        |
|------------------------------|------------------------|
| <u>6</u> Warm and relaxed    | <u>1</u> Hostile       |
| <u>2</u> Formal and tense    | <u>1</u> Not receptive |
| <u>2</u> Confused, uncertain |                        |
5. How were the competencies demonstrated?
- a. Were the aims and objectives carefully spelled out?
- |              |                      |
|--------------|----------------------|
| <u>4</u> Yes | <u>1</u> Some        |
| <u>3</u> No  | <u>4</u> No response |
- b. Did the lesson just evolve?
- |              |                      |
|--------------|----------------------|
| <u>6</u> Yes | <u>2</u> Some        |
| <u>3</u> No  | <u>1</u> No response |
6. How did your student teachers respond in the goal-setting sessions?
- |                       |                     |
|-----------------------|---------------------|
| <u>1</u> Passive      | <u>2</u> Confused   |
| <u>6</u> Active       | <u>1</u> Irrelevant |
| <u>2</u> Some of each |                     |
7. To what extent did the competencies focus upon important things?
- |                          |                                  |
|--------------------------|----------------------------------|
| <u>6</u> Some            | <u>4</u> Most                    |
| <u>      </u> Not at all | <u>2</u> Can't say or irrelevant |
8. Were there any later problems requiring a change in competencies? Describe any such problems.
- |                        |                     |
|------------------------|---------------------|
| <u>3</u> No            | <u>3</u> Don't know |
| <u>6</u> Yes (K level) |                     |
9. How much discussion was there about the goals and about the student teacher performance with respect to these goals? (Amount of feedback)
- |                      |                      |
|----------------------|----------------------|
| <u>3</u> Quite a bit | <u>5</u> Very little |
| <u>4</u> A little    |                      |



10. How was this feedback carried out?

7 Informal                      2 Both  
3 Scheduled

Were you given enough feedback on the progress of the Program?

7 No                      1 A little  
4 Yes

11. What were the main difficulties, if any, in establishing goals for student teachers?

1 None                      1 Flexibility  
5 Making goals specific                      1 Need different goals for young children  
1 Too many goals                      3 Uncodable

Were there too many competencies?

6 Yes                      3 No  
3 Some areas yes; some no

12. To what extent were the performance goals for student teachers met?

5 Well (very)                      2 To some extent  
5 Pretty good

13. In general, how would you rate the overall performance of the student teachers in the CBTE Program?

5 Excellent                               Poor  
5 Good                      2 Varied  
         Fair

14. What was the quality of the student teacher you had?

5 Excellent  
5 Good  
1 Fair  
1 Poor

15. Did the competencies help the student teacher in performing his/her job?

7 Yes

2 No

2 Somewhat

1 Don't know

NOW ABOUT THE PROGRAM IN GENERAL:

16. What are the purposes of the Program as you see them? (What is the rationale for this approach?)

6 Produce better teachers

5 Evaluation procedure for student teacher

1 Inform teachers of innovations

17. How, specifically, has the CBTE Program helped you?

4 Improved my planning and self evaluation

2 Helped evaluate student teacher

1 Having student teacher in the room was a help

1 Informed me about new methods

1 Little help

3 No help

18. How, specifically, has the CBTE Program hurt you?

4 Too frequent changes disturbs children

2 Time-consuming

4 Not at all

2 Girls frightened

19. How often did you discuss the competencies and how they were to be achieved with your student teacher?

1 Daily

2 A lot at the beginning and end

2 Weekly (1-2 times a week)

2 Not specifically (very little)

2 Frequently

3 Occasionally

20. Does the Program give you a better understanding of your job? To what degree?

5 Yes

1 In guiding student teacher

6 No

21. Does the Program give you a better understanding of your student teacher's needs?

10 Yes

2 No

22. How much real interest did the student teacher have in the CBTE Program?

6 A lot

3 Anxious

3 Some

23. What are the effects of the CBTE Program on planning, if any?

3 None

1 A lot of time

3 Some

2 Gives structure

3 A lot

24. What are the advantages of the Program as you see them?

25. Considering the efforts you put forth, was it worth having student teaching?

11 Yes

1 No response

26. Do you have any suggestions for improving the Program? What are they?

3 Too many student teachers (more time in one setting)

2 Give student teacher better understanding of competencies

1 Give teacher evaluations earlier

1 Inform second teacher of first evaluation

1 Reduce size of evaluation

1 Committee needs more time to improve Program

1 Fewer competencies

1 Better preparation of student teacher before experience

2 Student teacher should be earlier in college career

1 Make competencies open ended

27. Were the college personnel helpful in carrying out the Program?

5 Yes

2 No answer

5 Some

28. Are there any final comments you would like to make at this time about the Program?

1 Student teacher weak in science

1 Idea of evaluation by performance is excellent

1 Must rewrite competencies

1 Good quality of student teacher helped Program

1 Would like to be more involved

1 Better preparation of student teacher in competencies

1 Bring professors into room to demonstrate how

5 No answers

29. In general, how much time did you devote to the Program?

9 Good deal

3 Some

## STUDENT QUESTIONNAIRE

(to be administered in school setting in a group)

## OVER-ALL PERFORMANCE APPRAISAL PROGRAM STUDY

Please answer the following questions as truthfully as you can.  
The success of this study depends on your willingness to answer the questions in a truthful and careful manner.

1. What, in your opinion, was the level of difficulty of the competencies set for you?

       Extremely difficult  
       Quite difficult  
       Moderately difficult  
11 Not too difficult  
1 Easy

2. To what extent did the performance goals set reflect your needs?

       3 To a very great degree  
       6 To a great degree  
       3 To a moderate degree  
       To a minor degree  
       Did not focus on any real needs of department or company

3. How often were you given feedback on your progress on your performance goals?

       2 Very frequently  
       1 Frequently  
       6 Occasionally  
       2 Rarely  
       1 Never

-2-

4. To what extent were your performance goals clearly stated with respect to results expected?

       To a very great degree  
  6   To a great degree  
  5   To a moderate degree  
  1   To a minor degree  
       Not at all clearly stated

5. To what extent was the relative importance of your various performance goals pointed out to you?

       To a very great degree  
  2   To a great degree  
  9   To a moderate degree  
       To a minor degree  
  1   No clues given as to the relative importance of performance goals?

6. To what extent do you feel you control the means of reaching your performance goals?

  5   To a very great degree  
  4   To a great degree  
  1   To a moderate degree  
  1   To a minor degree  
  1   Do not control means of reaching goals

7. To what extent do you feel you were given too many performance goals?

       To a very great degree  
       To a great degree  
  2   To a moderate degree  
  3   To a minor degree  
  7   Not given too many performance goals

-3-

8. How do relations with your cooperating teacher at the present time compare to your relations with the previous cooperating teacher?

- 1 The relationship is much improved
- 5 The relationship is moderately improved
- 5 No change
- The relationship is somewhat worse
- 1 The relationship is much worse

9. How successful were you in attaining the performance goals set for you under the CBTE program?

- 2 Performance was much higher than the goals set
- 8 Performance was a little higher than the goals set
- 2 Performance was about equal to the goals set
- Performance was a little less than the goals set
- Performance was much less than the goals set

10. Who had the most influence on setting the performance goals for you?

- 2 Cooperating teacher had much more influence than I
- 2 Cooperating teacher had somewhat more influence than I
- 6 Cooperating teacher and I had about equal influence
- 2 I had somewhat more influence than my cooperating teacher
- I had much more influence than my cooperating teacher

11. The amount of change associated with my student teaching experience is:

- 5 Much more than most other student teaching experience at my level
- 5 More than most other student teaching experience at my level

-4-

2 Equal to most other student teaching experience at my level

       Less than most other student teaching experience at my level

       Much less than most other student teaching experience at my level

12. The number of contacts with staff persons outside my team are:

1 Much more frequent than contacts with persons in my team

2 More frequent than contacts with persons inside my team

2 Equal in frequency to the contacts with persons inside my team

6 Less frequent than contacts with persons inside my team

1 Much less frequent than contacts with persons inside my team

13. How much of an interest do you think the school staff has in the CBTE program?

4 A great deal of interest

3 A moderate amount of interest

4 Some interest

1 Very little interest

       No interest

14. How much of an interest do you think your cooperating teacher has in the CBTE program?

\* 1 : 2

       : 3 A great deal of interest

3 : 2 A moderate amount of interest

6 : 3 Some interest

2 : 2 Very little interest

       : 1 No interest

1 1 Negative (great deal)



-5-

15. Which statement best describes the manners in which your cooperating teacher helps you in performing your job?

\* 1 : 2

3 : 2 He rarely makes suggestions to me .

2 : He gives me some ideas, but I could use more help

       : 3 Sometimes my cooperating teacher helps me plan to reach a goal and sometimes not

2 : 3 Generally, when I encounter a serious obstacle, my cooperating teacher will suggest ways to overcome it

5 : 4 Generally, when a serious obstacle arises, I discuss it with my cooperating teacher and we revise the strategy and the goal

16. Which statement best describes the present difficulty your cooperating teacher has in measuring your performance?

       1 My work is too complex to express in terms of standards of performance

       1 My cooperating teacher is barely able to determine if I have done a good job

       1 Sometimes my cooperating teacher knows enough about the work I do to make judgements about my performance and sometimes he does not

       1 I have some measures of performance in practically every area of responsibility

       8 I have verifiable work goals: I mean, at the date agree upon, my cooperating teacher can tell readily how close I have come to accomplishing my goals.

17. Which statement best describes the concern of your cooperating teacher for your career?

\* 1 : 2

1 1 My cooperating teacher feels this is my responsibility, not his

3 2 He might discuss career plans with me but views this outside his responsibility

2 He will discuss my long term career goals with me if I push him to do so

3 3 We have agreed on specific things I need to do for my self-improvement

5 6 My cooperating teacher is interested in my development and views setting work goals as part of this process

18. Which statement best describes the kind of feedback you generally get from your cooperating teacher about your performance?

2 I'm lucky if I get any hint from principal on how well I am doing my job

There are too many times when I really do not know what my cooperating teacher expects of me

The only real feedback I get about my performance comes through college supervisor

I get some specific feedback about my performance, but I need more

10 Much of the information I get about my performance is objective and not just subjective, and this helps

19. How often does your cooperating teacher ask your opinion when a problem comes up that involves your work?

11 Most always

1 Most of the time

Sometimes

Rarely

\* 1 - First Cooperating Teacher : 2 - Second Cooperating Teacher

20. To what extent do you feel you can influence the decisions of your cooperating teacher regarding things about which you are concerned?

4 To a very great degree

       To a great degree

8 To a moderate degree

       To a minor degree

       Not at all

21. In your opinion, how capable is your cooperating as a master teacher?

12 Extremely capable

       Quite capable

       Capable

       Not too capable

       Not capable

22. How good is your cooperating teacher in dealing with people?

11 Very effective

1 Quite effective

       Moderately effective

       Not too effective

       Ineffective

23. All in all, how satisfied are you with your cooperating teacher?

\* 1 : 2

7 : 7 Very satisfied

4 : 3 Quite satisfied

       Fairly well satisfied

       A little dissatisfied

1 : 2 Very dissatisfied

24. Considering your skills and the effort you put into the job, how satisfied are you with your evaluation?

- 5 Very satisfied  
3 Quite satisfied  
3 Fairly well satisfied  
1 A little dissatisfied  
\_\_\_\_ Very dissatisfied

25. If you had a chance to get a traditional student teaching experience how would you feel about changing?

- 9 I would strongly prefer to stay here  
3 I would somewhat prefer to stay here  
\_\_\_\_ I would have a hard time deciding  
\_\_\_\_ I would somewhat prefer to change  
\_\_\_\_ I would strongly prefer to change to the other class

26. In your opinion, to what extent will your actual job performance affect your future?

- 7 To a very great degree  
3 To a great degree  
2 To a moderate degree  
\_\_\_\_ To a minor degree  
\_\_\_\_ It will not affect it at all

27. In your opinion, to what extent will your actual job performance affect your grade?

- 6 To a very great degree  
4 To a great degree  
2 To a moderate degree  
\_\_\_\_ To a minor degree  
\_\_\_\_ It will not be related at all

-9-

28. In general, how much time did your cooperating teacher devote to the CBTE program?
- A great deal of time
- Quite a bit of time
- 5   A moderate amount of time
- 4   A small amount of time
- 3   Very little time
29. Who had the most influence on setting self-improvement goals for you?
- My cooperating teacher much more influence than I
- My cooperating teacher had somewhat more influence than I
- 7   My cooperating teacher and I had equal influence
- I had somewhat more influence than my cooperating teacher
- 5   I had much more influence than my cooperating teacher
30. Did your cooperating teacher indicate any priorities for your self-improvement?
- 6   Yes
- 6   No
31. How well do you like the CBTE program?
- 4   I like it very much
- 2   I like it pretty well
- 6   I like it in some ways but not in others
- I don't like it very much
- I do not like it all
32. In general, how applicable do you think the CBTE program is to your job?
- |                                 |                                     |
|---------------------------------|-------------------------------------|
| <u>      </u> Fairly applicable | <u>  2  </u>                        |
| <u>  4  </u> Very applicable    | <u>      </u> Not too applicable    |
| <u>  6  </u> Quite applicable   | <u>      </u> Not at all applicable |

-10-

33. How helpful has the CBTE program been to you in performing the duties of your job?
- 4 Very helpful  
5 Quite helpful  
3 Fairly helpful  
Not too helpful  
Not helpful at all
34. How interesting is the work in your student teaching experience?
- 8 Extremely interesting  
3 Quite interesting  
1 Fairly interesting  
Neither interesting nor uninteresting  
Not at all interesting
35. Which of the statements best describes the amount of praise you received from your cooperating teacher about your performance?
- Received only praise with no criticism  
3 Received mostly praise with just a little criticism  
9 Received about an equal amount of praise and criticism  
Received mostly criticism with just a little praise  
Received only criticism with no praise
36. How concerned do you feel your cooperating teacher would be if you failed to achieve the goals established for you?
- 8 Very concerned  
3 Quite concerned  
1 Somewhat concerned  
Just slightly concerned  
Not at all concerned

37. What kind of criticism would you receive from your cooperating teacher if you failed to achieve the goals established for you?

1 Extremely severe criticism

       Quite severe criticism

4 Somewhat severe criticism

6 Mild criticism

1 No criticism at all

38. How important is it for you to know what your cooperating teacher wants you to do?

8 Extremely important

4 Quite important

       Somewhat important

       Slightly important

       Not at all important

39. How important is it for you to have definite policies and procedures to help you in performing your job?

8 Extremely important

2 Quite important

2 Somewhat important

       Slightly important

       Not at all important

40. Did your cooperating teacher establish priorities for your performance goals?

5 Yes

6 No

-12-

41. When your performance goals were established, what did you feel about the probability of their attainment?

- 9 I felt I had more than a 90 percent chance of attainment  
3 I felt I had about a 75 percent chance of attainment  
       I felt I had about a 50 percent chance of attainment  
       I felt I had about a 25 percent chance of attainment  
       I felt I had less than a 10 percent chance of attainment

42. How satisfied are you with the present amount of influence you have on the decisions of your cooperating teacher that relate to your work?

- 5 Very satisfied  
7 Quite satisfied  
       Fairly well satisfied  
       A little dissatisfied  
       Very dissatisfied

43. How important is it to you that you do a better job than other student teachers?

- 3 Extremely important  
3 Quite important  
2 Somewhat important  
       Slightly important  
4 Not at all important

44. In your opinion, to what extent will effort increases on your part lead to increases in the level of your job performance?

- 5 To a very great degree  
3 To a great degree  
3 To a moderate degree  
       To a minor degree  
1 They will not be related at all



-13-

45. To what extent do you experience a feeling of personal accomplishment and satisfaction in full completing your goal assignments?

8 To a very great degree  
4 To a great degree  
 \_\_\_\_\_ To a moderate degree  
 \_\_\_\_\_ To a minor degree  
 \_\_\_\_\_ No feeling of personal accomplishment and satisfaction

46. Given your present situation in life, rank the following items in order of their importance, 1 through 7

	<u>Overall Rank</u>
<u>1</u> Opportunity to use one's skills	2d
<u>2</u> Opportunity to experience a sense of accomplishment	1st
<u>3</u> Salary	6th
<u>4</u> Recognition in current job	5th
<u>5</u> Promotions	7th
<u>6</u> Pleasant co-workers	3d
<u>7</u> Job stability	4th

RECEIVED

L

Undergraduate School of Education

C. W. POST CENTER

Long Island University

MAY 9 1973

Confidential Material To Be Placed In Student Teaching File

DIVISION OF EDUCATION

## STUDENT TEACHING EVALUATION CHART

Student

Date

March 21, 1973

Signature of College Supervisor or Cooperating Teacher

Please rate the student teacher by placing a check (✓) at that point, where, in your judgment, the applicant most accurately stands. Rate only those characteristics which you feel able to evaluate.

## 1. Interest in, and Love of students:

- What attitude does he seem to have toward youngsters?
- Does he have the patience required to work with them?
- Can he communicate effectively with them at their level?
- What attitude do children have toward him?
- Is he sincere with children?

									✓
Indicates little interest in young people			Exhibits some interest in them.			Shows a high level of interest			Exhibits exceptional interest in them and their growth

Comments: see attached sheet

## 2. Personality Suitable for Teaching:

- Is this a warm and understanding person?
- Does he seem to inspire trust and confidence in youngsters?
- Does he appear to be competent without being overbearing about it?
- Does he show some awareness of the need for interaction between parents, colleagues and students?
- Does he have a sense of humor?
- Does he appear to be a friendly person?
- Does this person display enthusiasm?
- Does he show indications of being happy with his choice of profession?

									✓
Personality not suitable for teaching			Personality shows some evidence of being suited to teaching			Shows a strong interest in teaching			Personality usually well suited to teaching

see attached sheet

234

- Does the candidate show an imaginative approach to stimulating youngsters to learn?
- Are there evidences of sincerity regarding the teaching of children?
- Is there evidence of creative approach to learning?
- Does he use a wide variety of techniques and procedures which will stimulate children to learn?

Comments: *see attached sheet*

- Does the candidate show skill in listening?
- Is there a readiness to grasp ideas as presented?
- Does the candidate readily respond to questions asked?
- Is there evidence of physical vigor in his replies?
- Does the candidate ask intelligent questions?

Comments: *see attached sheet*

- a. Does the candidate speak in a clear, logical and convincing fashion?
- b. Is he articulate in what he has to say?
- c. Are his ideas succinctly and clearly stated?
- d. Does the candidate reveal clarity of thought?
- e. Does he speak grammatically correct English?
- f. Can he spell correctly?

Comments: see attached sheet 235

## 4. 6. Emotional Stability:

- Is the candidate well poised?
- Do you find evidence that he is sensitive to criticism?
- Is there evidence of nervous mannerisms?
- Is there a tendency to talk to excess rather than to listen?
- Is he willing to accept constructive criticism in a positive manner?

Occasionally impatient, oversensitive, or irritated	Shows poise much of the time	Exhibits above average self-control	Shows exceptional poise, calmness and sense of humor
---	------------------------------	-------------------------------------	--

Comments: *see attached sheet*

## 2. 7. Self-Confidence:

- Is there evidence of an undue amount of conceit in his responses or behavior?
- Does the candidate appear to be able to make a realistic self-appraisal?
- Do you see evidence of humility in the candidate?

Timid and hesitant	Appears to be somewhat self-conscious	Moderately confident of self	Shows good self-assurance
--------------------	---------------------------------------	------------------------------	---------------------------

Comments: *see attached sheet*

## 2. 8. Personal Awareness:

- Is there evidence that the candidate has made an effort to evaluate himself?
- Does the candidate reveal some awareness of his capabilities and limitations?
- Do we have evidence to show that he is aware of problems around him?
- How would you rate his self-appraisal?

Little effort to evaluate self	Some effort to self-evaluate	Moderately serious self-appraisal	Shows unusual ability in self-evaluation
--------------------------------	------------------------------	-----------------------------------	--

Comments: *see attached sheet*

- a. What sort of first impression does he make? .
- b. Does he appear to be energetic?
- c. Are there any bodily or facial characteristics which will interfere with the job?
- d. Is he well groomed?
- e. Is he generally attractive or unattractive in appearance?

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Creates an unfavorable impression	Generally acceptable	Creates a favorable impression	Creates a highly favorable impression

Comments: see attached sheet

1.10.  $V_C \approx 0$ :

- a. Is the voice irritating?
- b. Can you hear distinctly what is said?
- c. Does he mumble?
- d. Is there any sign of accent?
- e. Is the voice clear, distinct and well-modulated?

Irritating and indistinct	Understandable but not interesting	Pleasant and distinct	Extremely clear and pleasant	✓
---------------------------	------------------------------------	-----------------------	------------------------------	---

Comments: see attached sheet

## 4. 11. Awareness to Teaching Problems and Latest Techniques:

- a. Is there evidence to support the candidate's understanding of individual differences?
- b. Does the candidate show interest in research?
- c. Is there evidence to show that the candidate can work well with fellow staff members and administrators?
- d. Does the candidate show an ability to identify learning problems?
- e. Does the candidate show an awareness to trends and developments on the educational scene?
- f. Does he show some awareness of group dynamics?
- g. Does the candidate evidence knowledge of new developments in his field?
- h. Does he show an interest in equipment and instructional materials?

[illegible]

Comments: see attached sheet

- a. Is there an awareness of the need for long-range as well as short term planning?
- b. Is there evidence to support organizational skills?
- c. Does the candidate show some sense of pacing and or timing in presenting materials?
- d. What can you say about the ability to be flexible in planning?
- e. Are goals set for lessons planned?
- f. Is there evidence to support his awareness of individual differences when planning? Is provision made to adapt to this need?
- g. Is provision made for both self and student evaluation?
- h. Is the candidate aware of the need for continuity in planning?
- i. Is there a thorough preparation and knowledge of content material?

Comments: *see attached sheet*

- a. Is the candidate punctual?
- b. Can the candidate be depended upon?
- c. Does the candidate show signs of initiative?
- d. Is execution of routine duties effectively performed?
- e. Is he responsive to opportunities for growth in the teaching situation?

Comments: see attached sheet

## 5. Desirable Enviroment for Learning:

- a. Is productive learning evident among the children?
- b. Does he recognize a need for pupil participation?
- c. Does he deal effectively with children?

Envirement consistently impedes learning	Environment frequently impedes learning	Environment is usually pro- ductive for learning	Positive learning is consistently character- istic of the environment.

Comments: *see attached sheet.*

RATING OF THE PROSPECTIVE TEACHER BY COLLEGE SUPERVISOR, COOPERATING TEACHER,  
PRINCIPAL, OR ASSISTANT PRINCIPAL

Person Rated Barbara Wood School Belmont Elem N. Babylon, N.Y.  
Grade 3A - Room 16

Recommendation Note: Your recommendation of this student as a teacher will be used in his placement folder over your name, and will be sent to prospective employers. Please word positively and in paragraph form.

Please mail directly to college supervisor and do not give to student teacher.

APPENDIX J

285

EXCHANGE OF CORRESPONDENCE

November 12, 1974

Dr. Waldo Scott, Chairman  
Secondary Education  
Long Island University  
C. W. Post Center  
Greenvale, New York 11548

Dear Waldo:

Thank you for sharing with me, via your letter dated 21 October, copies of the minutes of meetings between members of the C. W. Post Center and members of the Port Washington Schools concerning proposed teacher-preparatory programs.

In general the minutes seem to show a solid basis for school-college cooperation. They appear to be in consonance with the mandates for CBTE programs as those mandates are published by this office. Because you are dealing with the areas leading to certification for teaching in the secondary schools, you do not have the same time pressures as those who are developing programs leading to certification in special education or in elementary school teaching. The available time is none too generous, however; it seems proper for you to be taking these steps at this time.

There was one matter in the minutes for 24 September to which I would like to react. Item 3.2 states,

"How can we be assured that competencies developed would not be used against the teachers?"

Lower on the same page there is a statement "that the Teacher's Unions are alert to the potential for harm." I recognize the suspicion which pervades much of the teaching profession on Long Island concerning the CBTE movement and particularly concerning the State's mandates for conversion to that base. I feel that those suspicions are quite unfounded, but that does not stop them from being widespread. It is unfortunate that the time has passed for resolute action on our part which might put the CBTE mandate in its proper perspective and which would thus eliminate unfounded suspicion. I hope that you will do what you can to convince participating teachers from the schools



that:

1) The competencies are related to teacher-preparatory programs leading to certification, and are not related to the evaluation of fully certified teachers by their employers.

2) One of the reasons for requiring the involvement of classroom teachers, chosen by and representing their colleagues in the cooperative group, is to avoid misuse or misperceptions concerning the entire movement and thereby to insure the protection of teachers' rights.

3) Competence-based education is not so much a new way of preparing teachers as it is a way of making explicit and as objective as possible the skills, capabilities and knowledge which candidates should possess in order to be recommended for teaching certification. We make the assumption that most of the elements of a good pre-existing teacher-preparatory program will be incorporated into competence-based programs; now, however, school teachers and school administrators will have the opportunity to help shape, to review, and to evaluate practices which in the past have been the sole province of the teacher-preparatory institutions. N.B.

4) Each cooperating group will develop its own set of competencies and assessments; there will not be a master list for the State for which all prospective teachers will be held accountable. In fact, we have diligently resisted all efforts to get us to provide even sample lists, in order to avoid any possibility that a State-produced sample would set the pattern for competencies and assessments which are rightfully the province of the local institutions in cooperation with school personnel.

5) Although we have no way of stopping an administrator from appropriating any list of competencies to use when evaluating professional staff, he could easily have exercised the same prerogatives prior to the CBTE mandate. Evaluation of teachers in service is a local matter, completely divorced from the preparation of candidates for certification. In most school districts safeguards exist for the protection of teachers from misuse of evaluative methods.

I have no delusions that these arguments will convince any teacher who harbors deeply rooted suspicions of administrators at local or State levels. I do hope that my statements will allay residual concerns of members of schools which are cooperating with the C. W. Post Center in the development of CBTE programs. It is up to all of us to show by our actions that those statements represent our actual position. I will be glad to talk further with groups, as my schedule permits, to deal with their specific concerns.

On that theme, I am attempting to arrange a visit to Post for 5 December. I hope that those plans will be definite even before you receive this letter.

I look forward to meeting with you and with as many of your colleagues who care to join us.

Best wishes as you continue your work toward the development of CBTE programs. Thank you for keeping me informed.

Very sincerely yours,

Frederick B. Tubbs  
Associate in Teacher Education

FBT:dc

cc: Dean Helen Greene

APPENDIX J (continued)

288

ASSOCIATE COMMISSIONER  
FOR ACADEMIC DEVELOPMENT

DIVISION OF TEACHER EDUCATION AND CERTIFICATION

BUREAU OF INSERVICE EDUCATION	510-474-5705
BUREAU OF TEACHER EDUCATION	474-6440
INTERSTATE CERTIFICATION PROJECT	474-6440
TEACHER CERTIFICATION SECTION	474-3911

November 19, 1974

Dr. Helen Greene, Dean  
Undergraduate School of Education  
C. W. Post Center of Long Island University  
Greenvale, New York 11548

Dear Helen:

I have been able to review the materials you sent to me in October relative to the development of a competence-based program leading to State certification for elementary teaching, grades K-6. It is obvious that much effort has gone into those materials. I am glad to be able to give an initial reaction at this time. Further comments will result from our scheduled meeting on 5 December.

My role, as I interpret it, is to give you as good an indication as I can as to what is acceptable in meeting the mandates published by this office. You are aware that the final decision on such matters is made by a group within the Bureau of Teacher Education of which I am only one. Previous experience leads me to believe that the members of the Bureau come to similar conclusions in independent judgments of proposals. Therefore I am in a fairly good position to tell you what should be acceptable to them. There are several minor points you will wish to work on, and we can discuss them when I visit on 5 December. In this letter I would like to address some of the larger concerns with which you are wrestling.

1. Conceptualization of the role of the teacher. I make the assumption that the teachers and administrators from Glen Cove have come to agreement with the teacher educators at C. W. Post that the qualities starting on page 9 (the teacher as interactor, reflector, expert, instructor, manager, and as a member of the profession) are those which are desired in an elementary school teacher for the Glen Cove school system; that employment and tenure are directly related to the teacher's capabilities in these areas. It is incumbent upon you as teacher educators to act consistently with this conceptualization when you recommend candidates for certification, and it is incumbent upon those who do the hiring and the evaluating to use this same framework in coming to employment decisions. The candidate has a right to know the framework, to be assured of its genuineness, and to know that it was arrived at jointly by the cooperating agencies within your program. That conceptualization, like all other parts of the new program, should be under constant review. If it turns out that the real criteria are promptness

*revised in draft w/ policy board*

in preparing reports, ability to handle discipline problems without involving the assistant principal, and circumspection in political activity, either the conceptualization or the criteria must change. I think that an early task of your group, once the program is in operation, is to reconcile Addendum I, "Guide for Using the Criteria for Teacher Evaluation," with the conceptualization which appears on pp. 8ff. - are here too.

2. Provisional vs. permanent certification. You and I have discussed the idea of tying the earning of a provisional certificate to entry into the program leading to permanent certification. I see no problems with that. I do think that the terms, "entry level" and "exit level," as you use them can be confusing (pp. 13, 14, 17, etc.). You may wish to examine that usage. "Entry level" can mean "entry into the program" or "entry into the profession." In the New York State Education Department we tend to use the term in the former sense. As I interpret your usage, you mean by "entry level," "the program leading to provisional certification," and by "exit level" you mean "the program leading to permanent certification."

(entry to provisional, leading to permanent)  
3. Entrance requirements. There are a couple of items here for which more explicitness is desired. You state, "Transfer students will be accepted on the basis of evaluation of their requirements from other institution." Let's be sure we are talking about teaching competencies rather than course completion, unless you mean the general education background which is expected of every candidate for the baccalaureate degree and not the pedagogical-professional skills needed to perform successfully as a teacher. Similarly, you state that students "will have to meet the competencies in the core block of foundations courses." Do you mean that one takes foundations courses as a condition for entry into the teacher education program? It seems to me that foundations are part of the educational sequence, not pre-requisite to it. I think that is a point we should discuss. Then, when you talk about credit for life experience, you indicate that a special committee, quite apart from those who judge teaching competencies, will judge those competencies. I don't understand that. I have no objection if the Committee on Life Experience wants to recommend course credit for life experience, but the major idea behind CBTE is that course credit is not tied directly to competence. (If a student has developed a competency anywhere, that competence should be recognized; he should not be required to go through a procedure intended to inculcate something which he has already acquired. Conversely, it does not seem appropriate to me that the method by which the competencies were acquired (in this case, outside of the college's program) would determine who should make the assessment. Those who are responsible for recommending the candidate for certification should be responsible for assessment. Undoubtedly there will be delegation, but the responsibility remains.

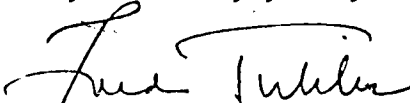
On page 17 there is a statement that a "student is not allowed to pursue exit level competencies" until he has met the requirements for provisional certification. That statement needs clarification. I doubt if you really mean that phrase the way I interpret it. Phrases such as this are indicative of course-oriented programs rather than of competency-oriented programs. A candidate develops competencies in numerous ways, whether we

forbid him to do so or whether we encourage him. I think we need to talk further to be sure that we are in agreement about the philosophy underlying the CBTE movement, and that I am fully cognizant of the steps you are contemplating. I need to know so that I can act as your intermediary when your proposal comes up for consideration, also in order that you may be spared the frustrations which come from wasted effort and abortive approaches.

4. Assessment. This is the major item, and the one which seems to cause the most problems for teacher educators. Our several documents are not as clear as they should be, but I believe that I have made clear the intent of the department: assessment procedures are expected to be explicit and public. You should state the behaviors you are willing to accept as evidence of the existence of the competencies you specify. It is important that there be a separate assessment for each separate competency. Both the competencies and the assessments may be clustered for ease in inculcation and in measuring, but within the clusters it is still necessary to state the evidence acceptable for each individual competency. Your statement on assessments includes such entries as "Oral discussion, oral and written research reports, reaction papers," etc. These are acceptable vehicles through which some competencies can be assessed. They are not statements of the acceptable evidence. Since the development of such explicit statements is both laborious and time-consuming, we have agreed in a number of cases to accept reasonable samples rather than requiring you to complete acceptable assessment statements for all competencies prior to initiating the proposed program. Undoubtedly we will make a similar arrangement with you, with the understanding that acceptable assessments will be developed for all competencies by the time the students are ready for assessment in those competencies. To give fuller information concerning assessments, I am including a copy of a letter I wrote in September to Dean Irene Impellizzeri of CUNY Brooklyn. It includes as addenda a pair of samples which I worked out. They have no official status within the Department, but they should serve as guides or at least as bases for further discussion.

Discussion of the other items in your materials can wait until I see you on 5 December; they are of less significance than the items to which this letter refers. I hope that my comments will be useful to you. I look forward to having the opportunity to discuss your draft materials in greater depth. Best wishes as you continue your work.

Very sincerely yours,



Frederick B. Tubbs  
Associate in Teacher Education

FBT:dc  
encls.

THE UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT  
ALBANY NEW YORK 12230

LETTER OF ACCEPTANCE FOR CBTE PROGRAM

291.

ASSOCIATE COMMISSIONER  
FOR HIGHER EDUCATION

August 25, 1975

Dr. Edward Cook  
Acting President  
C. W. Post Center  
Long Island University  
Brookville, New York 11548

Dear President Cook:

I hereby notify you that the State Education Department has given preliminary registration, under Section 52.21 of the Regulations of the Commissioner of Education (Chapter 11 of Title 8 of the Official Compilation of Codes, Rules and Regulations of the State of New York), to the following programs in teacher education which were proposed by Long Island University, C. W. Post Center according to the July 1, 1974, format for submission of teacher education program proposals:

<u>Programs in the certification areas of</u>	<u>Form of certificate</u>	<u>Leading to degree of</u>	<u>Registration expires</u>
Elementary Teacher N-6 (HEGIS #0802)	Provisional	Bachelor of Science in Education (B.S. in Ed.)	1 September 1979
Elementary Teacher N-6 (HEGIS #0802)	Permanent	Master of Science in Education (M.S. in Ed.)	1 September 1979
Teacher of Special Education (HEGIS #0808)	Provisional	Bachelor of Science in Education (B.S. in Ed.)	1 September 1979
Teacher of Special Education (HEGIS #0808) with specializations in: Mentally Handicapped Emotionally Handicapped Learning Disabled	Permanent	Master of Science in Education (M.S. in Ed.)	1 September 1979

If a major revision is made in these curricula it is requested that the Bureau of Teacher Education be informed.

Dr. Edward Cook

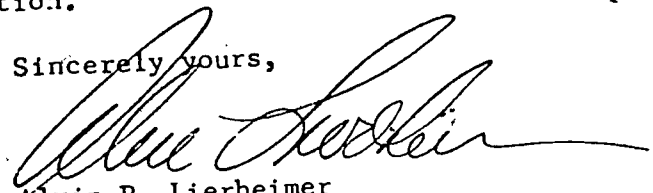
-2-

August 25, 1975

If you have any questions or comments concerning the above programs please write to William E. Boyd, Chief of the Bureau of Teacher Education.

Prior to the expiration date, a registration visit will be arranged by members of the Bureau of Teacher Education.

Sincerely yours,

  
Alvin P. Lierheimer

ALP:FBT:dc

cc: Dr. Helen Greene,  
Dr. Alan Beeman  
Alvin P. Lierheimer  
E. E. Leuallen. (2)  
Donald Tritzschler  
William E. Boyd  
Charles C. Mackey  
Peter Riley  
John P. McGrath  
Frederick B. Tubbs



THE UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT  
99 WASHINGTON AVENUE  
ALBANY, NEW YORK 12230

ASSOCIATE COMMISSIONER  
FOR ACADEMIC DEVELOPMENT

DIVISION OF TEACHER EDUCATION AND CERTIFICATION

BUREAU OF INSERVICE EDUCATION	518 474-5705
BUREAU OF TEACHER EDUCATION	474-6440
INTERSTATE CERTIFICATION PROJECT	474-6440
TEACHER CERTIFICATION SECTION	474-3901

August 25, 1975

Dr. Edward Cook, President  
C. W. Post Center  
Long Island University  
Brookville, New York 11548

Dear President Cook:

Enclosed is a letter from Associate Commissioner Lierheimer registering the following programs at the C. W. Post Center:

Program in elementary education leading to provisional certification  
Program in elementary education leading to permanent certification  
Program in special education leading to provisional certification  
Program in special education leading to permanent certification.

I will contact you very soon concerning the proposal submitted by the C. W. Post Center for programs leading to provisional and permanent certification in teaching the speech and hearing handicapped.

These four registered programs were reviewed some time ago within the Bureau of Teacher Education, and I discussed the results of the review via telephone with the appropriate members of your staff as soon as possible thereafter. I regret that it has taken so long to provide written confirmation. Our office has reviewed over 250 proposals this year, and we still haven't finished. I hope that the C. W. Post has not been unduly inconvenienced by the delay.

There are obvious areas within the proposals where improvement is needed, as your staff would be quick to admit. In general, however, the proposals appear to be well-conceived. The staffs of the graduate and undergraduate schools of education should be commended for their insights and for their efforts. Dr. Roy L. Smith, in particular, has shown an unusual grasp of the concept of competence-based education. I consider the institution fortunate to have his insights during the development of these proposals.



Following are some of the specific evaluative comments made by the panel which reviewed the proposals. The first set of comments apply both to the graduate and the undergraduate programs in elementary education.

1. Role conceptualization. There is a strong philosophical base undergirding the teacher preparatory programs. In this proposal, more than most others, the connection between the role conceptualization and the subsequent competency statements appears to be firmly drawn. The proposal also shows a genuine attempt to deal with the differences between the provisionally certified and the permanently certified elementary-school teacher. A clearer definition should evolve as the programs at the two levels get under way. I would remind you that, although the strong philosophical base is of great importance, it is still necessary to maintain perspective concerning the practical side. It is important to maintain an ongoing relationship with the participating school personnel in the ongoing review of the role conceptualization.

2. Entry requirements. Candidates desiring to enter the program leading to provisional certification must "meet prescribed academic and health standards," plus certain standards in "oral and written English, character and citizenship." These entry requirements are generally in keeping with those in other teacher-preparatory institutions. It is desirable, however, for the institution to state publicly the criteria which applicants are expected to meet in each of those areas. What speech or health deficiencies, for example, would disqualify an applicant to the undergraduate teacher education program?

At the graduate level, students are expected either to have provisional certification in elementary teaching or to demonstrate the competencies which are required for provisional certification. It will be necessary to establish a system for assessing the competencies of those applicants who do not hold certification. We will be interested to know more about this system. Inherent in the concept of competence-based teacher education is the need for assessment of discrete competencies as opposed to completion of prerequisite courses. We would have no objection to conditional enrollment of a student who does not meet all of the entry-level competencies, as long as provisions are made for the student to develop and demonstrate the competencies while enrolled in the program.

3. Involvement of personnel from the schools. There is firm evidence of the genuine involvement of proper personnel from the schools in all phases of program development, even to the extent

that some of them refused to sign because of some differences in how students would be assessed. Under Dr. Smith's direction, the Post Center moved from separate arrangements with several school districts to a superordinate body, the Professional Educators Executive Council (PEEC), which has representation from the proper constituencies. I think we have clarified the point that not every school in which the Center's student teachers are placed can expect to have membership in the collaborative group, although all should have the opportunity to provide insights and reactions through some member of the Council. It is also important to keep in mind that, as additional teacher-preparatory programs become competence-based, teaching personnel should be involved who practice in the specific field covered by the certificate (e.g., high school French teachers should be involved in developing the program leading to certification in teaching secondary-school French). There is no requirement that all of these individuals should hold membership in the PEEC, however.

By now I think we are all clear that the agencies external to the C. W. Post Center cannot dictate programmatic changes to the college. Certainly, consensus should be reached whenever possible, and programmatic changes should be based upon consensus decisions. We would raise objections if the school personnel were consistently excluded in making decisions to modify the program. However, the college is still the agency with primary responsibility for preparing teachers, and it is the college's program which receives registration. With the fine relationship which appears to exist among all of the agencies involved with the C. W. Post Center, it is unlikely that future misunderstandings will occur. Please call upon me if my help is needed in providing explanations to any groups which may have different perceptions.

4. Competency statements. I recognize that the proposal which was delivered to our Bureau is very much a working document, subject to constant revision. I understand that much revision has occurred already. I acknowledge receipt of the additional competency statements which relate to teaching the effects of alcoholic drinks and habit-forming drugs. As the programs are implemented, some further work should be done in stating competencies, both at the undergraduate and graduate levels, in various other curricular areas such as health, science, mathematics, art, music, physical education, areas in which the elementary-school teacher should be able to provide instruction. The proposal addresses reading reasonably well and social studies adequately, but the competencies in mathematics and science are sketchy at best. Some of the other areas are excluded entirely.

5. Assessments. In almost all proposals we have reviewed, there are deficiencies in stating evidence which evaluators will accept as indicative of the existence of discrete competencies. There has been

a genuine attempt in this proposal to state acceptable behaviors, but much work remains. Entries like "(to the) satisfaction of the School of Education Member" (p. 19 and others) are obviously in need of improvement. I understand that many of the assessment statements have already been revised. You may wish to file amendments with this office periodically, as major changes occur.

6. Program evaluation and modification. The proposal describes a fairly detailed system for monitoring the ongoing program. I suggest that in addition to obtaining responses to questionnaires from students as they graduate, there should be follow-up questionnaires over a period of several years after students graduate. The questions should help the evaluators determine whether specific competencies relate to success in teaching; responses should influence the systematic revision of the catalogue of competencies.

The following comments relate to two areas of concentration as part of the undergraduate program which leads to provisional certification. You have requested approval for concentration in Early Childhood Education and in Teaching English as a Second Language. Both of these concentrations are approved as part of the undergraduate program, but with the following provisions:

1. Students electing either concentration will be required to meet all of the competencies listed for provisional N-6 certification.

2. Any credential or certificate which the college presents to students who complete the requirements for either specialization will show unambiguously that it is a College-developed (or University-developed) credential rather than a State credential.

3. Students will be informed through the college's bulletins and publications that State certification does not exist in these areas, and that completion of these sub-programs will not confer any state credential.

4. The TESL program is not directed toward the teaching of English as a secondary-school subject, but rather toward the teaching of elementary-school pupils whose first language is not English. The acronym, TESL, is so firmly ingrained in our vocabulary that there is little likelihood of substituting a more accurate title. It will be acceptable to use the acronym, but the Center's bulletin and its other publications should make clear that this concentration within a program leading to elementary-school certification has no connection with a program leading to secondary-school certification in the teaching of English.

The following comments relate to the proposal for programs leading to provisional and permanent certification in special education:

1. The guidance system and system for program modification and evaluation appear to be identical with those in the proposal for programs in elementary education, and therefore no further comment concerning them is necessary. The role conceptualization also appears to be identical. There are certain inherent differences between the role of the special education teacher and the teacher of unhandicapped children, however. Those differences are reflected in the competency statements. Our position is that the competencies flow from the role conceptualization; in this case they did not. The appropriate members of your staff, working cooperatively with the teaching and administrative personnel from special education in the schools, may wish to consider a new role statement for teachers of special education who will be prepared in these programs.

2. Entry requirements. The original entry requirements (page 10) were amended by a statement drafted in June 1975 and transmitted to this office in a letter from Dr. Smith dated 26 June. The program is registered with these understandings:

a. Either prior to entry or while enrolled, students in the undergraduate program leading to provisional certification in special education will complete the program leading to provisional certification in elementary teaching. Upon completion of the undergraduate program in special education, they will be eligible for certification in elementary teaching as well (no change from the statement on page 10 of the proposal). Although the program is encompassed in 134 credits, it is likely that some students will take longer than the traditional four years of undergraduate study to meet all of the competency requirements.

b. Students who enroll in the graduate program leading to permanent certification will not be required to hold provisional certification in elementary education at the time of entry into the program (this is a change from the statement on page 10). Upon completion of the program they will have demonstrated all of the competencies required for permanent certification in special education, inherent in which are all of the competencies required for provisional certification as well as a sizable component of the catalogue of competencies required for teaching unhandicapped children at the elementary-school level. The students will be recommended only for the permanent certificate in special education and not for any certification in elementary teaching. May I expect to hear from the appropriate members of your staff if they have different understandings than those I have stated.

August 25, 1975

3. Competency statements and assessment statements. The competencies in the undergraduate program appear to be reasonable, because they are bolstered by those in the program leading to N-6 certification. The competency statements in the graduate program were written with the idea that students would also have N-6 certification; with the amendment in the entry requirements, it will be necessary for your staff to reconsider what accommodations it must make in order to assure the necessary breadth for the student with no previous background in teaching unhandicapped children. This consideration should receive priority as the graduate program gets under way.

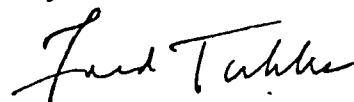
Comments on pages three and four of this letter which relate to assessments of competencies in the N-6 programs are also applicable here. The statements of acceptable behavior are unspecific in most instances. Sharpening assessments is a continuous task during the conduct of a competence-based program.

4. Areas of concentration. The candidate for provisional certification gains experience in field settings with mentally handicapped children, emotionally handicapped children, and children with learning disabilities. He gains the desirable breadth upon which a graduate-level concentration can be based. Concentrations in each of those three areas are approved as part of the graduate program. The caveats which were stated above for the concentrations in the undergraduate program in elementary education do not apply here, since all three concentrations inhere in the one certificate.

I hope that these evaluative comments are helpful to you and your staff. I look forward to working closely with the good folk at the C. W. Post Center as these programs are implemented. I will also be in close touch with your staff as they develop competence-based programs in other certification areas. Please call upon me if there are questions concerning the information in this letter.

With good wishes,

Very sincerely yours,



Frederick B. Tubbs  
Associate in Teacher Education

FBT:dc

encl.

cc: Alan Beeman  
Helen Green  
William E. Boyd  
Alvin P. Lierheimer  
Roy L. Smith

253



# Post Performance Profile

ORGANIZATION OF CBTE OFFICE

292

BASED TEACHER EDUCATION

A PERIODICAL NEWSLETTER FROM THE OFFICE OF CBTE AT C. W. POST CENTER

COMPETENCY-BASED TEACHER EDUCATION OFFICE AT POST

C. W. Post is in the process of organizing a Competency-Based Teacher Education Office on campus. For the present, this office is located in Room 221 of the Administration Building, next door to the Office of Institutional Research. This office welcomes any questions, suggestions and ideas regarding CBTE.

Until the present, CBTE program development has involved much duplication of effort and a great amount of wasted energy. The office of the Coordinator of CBTE was established in order to (1) consolidate and coordinate efforts, (2) expedite contacts and queries with the State Education Office in Albany, and (3) aid in the implementation of evaluation of CBTE Programs.

Currently, one of the major efforts of this office is the establishment of a Professional Educators' Executive Council. This Council will absorb and expand the responsibilities and tasks of the several original Policy Boards, which were set up to meet the state requirements of shared writing and evaluation of proposals for Teacher Certification. This Council (P.E.E.C.) will include five representatives of C. W. Post Center, five representatives of local school districts' Administration and five representatives of the Teachers' Association in local school districts. The Council will act in an advisory capacity for the identification of consultants in local school districts, who will aid us in writing proposals in the various areas of Teacher Certification. These proposals will be formulated and submitted according to the deadlines mentioned on this page. The P.E.E.C. will also serve as the officially-designated body in approving all proposals for certification submitted to the state. Robert Molloy, District Superintendent of Elmont Schools, is presently Chairing this Council, and the Coordinator of CBTE for C. W. Post, Professor Roy L. Smith, serves as an ex-officio member.

Beside the responsibility and duties mentioned above, the CBTE Office will serve as a Resource Center for information on writing and implementing of performance-based programs for the campus. To that end, a CBTE library is being organized in this office. In addition, this office will serve as a central office for transmitting questions, of a general nature, regarding Certification to the state, and will be involved in ongoing evaluation and revision of CBTE programs. It will also aid in the implementing and developing of curricula.

THE CBTE OFFICE IS LOCATED IN ROOM 221 OF THE ADMINISTRATION BUILDING. (RIGHT ABOVE THE POST OFFICE.) OUR TELEPHONE EXTENSION NUMBER IS 2780.

\*WHAT IS COMPETENCY-BASED TEACHER EDUCATION?

New York State has recently mandated that all programs which prepare licensed teachers have to be competency-based. The term "competency-based" indicates that the licensed teacher can demonstrate specifically designated knowledge, skills and attitudes. In essence, what this implies is that, before being certified, all teachers and/or prospective teachers must meet certain minimal criteria that can be demonstrated and assessed as objectively as possible.

These criteria are arrived at by a consortium of official representatives from the institution of higher education, the administrative level of the school district(s) and the Teachers' Association(s). This procedure is not unique to New York State, but has been adopted in one form or another by approximately thirty states.

While CBTE (Competency-Based Teacher Education) focuses on teacher education, it involves the whole C. W. Post Campus. This is due to the fact that many of the courses and programs in other departments of the college and university enroll and/or help prepare prospective or in-service teachers.

"Competency-Based Teacher Education" and "Performance-Based Teacher Education" are used interchangeably in the literature and will be so used here.

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STATE CERTIFICATION DEADLINE SCHEDULES  
(for future reference)

1. Elementary and Special Education Certificate (proposal submitted-process of being implemented)  
September 1, 1975
2. Speech and Hearing Handicapped (in process of being implemented)  
September 1, 1975
3. Secondary Certification in all academic areas (English, Social Studies, Mathematics, French, German, Spanish, Biology, Chemistry, Physics, Earth Science)  
September 1, 1977
4. Art Certification  
Library Media Specialist  
Music  
Physical Education  
Speech (Provisional)  
School Counselor  
September 1, 1979

For the present: CBTE will only affect the certification of those enrolling in programs in Elementary, Speech and Hearing Handicapped and Special Education as of September, 1975. The above deadlines will hold true for all other areas.

STATEMENT REGARDING PLANS IN PROCESS OF IMPLEMENTATION FOR  
FUTURE MANAGEMENT AND MODIFICATION OF PROGRAM.

Using what we have learned as separate policy boards (consortia) working toward devising several certification programs for submission to the State, our collective policy boards have seen the wisdom of coalescing and integrating activities, and responsibilities.

To this end we have established a Professional Educators Executive Council (PEEC) and a Professional Educators Advisory Council (PEAC) which will enable us to manage, write, modify and identify programs in a much more efficient and competent fashion. The bylaws of this organization are in process of being written by official representatives of Teachers, Administrators and The University; and the Professional Educators Executive Council will soon be functioning as our official Policy Board for most (if not all) competency based programs of C. W. Post and for Elementary Education and Special Education programs explicitly.

The Executive Council (PEEC) is composed of five Administrators officially representing their respective districts, five duly appointed or elected Teachers officially representing their respective associations, and five official representatives of the C. W. Post Center of Long Island

University. In many cases, these representatives have been drawn from our present policy boards - both provisional and permanent, special education and elementary; but, the representation will now include secondary education administration and teachers as well as, on rotating bases, representatives of other certification areas.

This executive council will have decision making capacity regarding programs, within legal responsibilities and guidelines established by State Board of Regents.

In addition to the Professional Educators Executive Council (PEEC) we are identifying (and have identified) a Professional Educators Advisory Council (PEAC) which will meet as an advisory body in whole or in part and will aid us in identifying specific consortia members for specific programs still to be written, as well as to operate as consultants for the Executive Council. This body will consist of representatives of all present or potential identifiable elements of the education community in all areas of performance based certification programs. It will be directly responsible to the Executive Council and advisory task committees and members will have major input into performance based programs.